

# **USE AND SATISFACTION WITH LIBRARY RESOURCES AND SERVICES BY TEACHERS AND STUDENTS IN COLLEGES OF LUNGLEI DISTRICT: AN EVALUATIVE STUDY**

*A dissertation submitted in partial fulfilment of the requirement for the  
Degree of Master of Philosophy in Library and Information Science*

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**MIZORAM UNIVERSITY, TANHRIL: AIZAWL**

**2018**





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### **DECLARATION**

I, Lalrokhawma, hereby declare that the subject matter of this dissertation entitled, **“Use and Satisfaction with Library Resources and Services by Teachers and Students in Colleges of Lunglei District: An Evaluative Study”** is the record of work done by me, the content of this dissertation did not form the basis of the award of any previous degree to me, or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/ Institutes

This is being submitted to the Mizoram University for the degree of Master of Philosophy in the Department of Library and Information Science.

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### **CERTIFICATE**

**This is to certify that the dissertation entitled “Use and Satisfaction with Library Resources and Services by Teachers and Students in Colleges of Lunglei District: An Evaluative Study” submitted by Lalrokhawma for the award of the degree of Master of Philosophy in Library and Information Science is carried out under my guidance and incorporates the students bonafide research. This is the candidate’s original work and is worthy of examination**

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## ACKNOWLEDGEMENT

*(For from Him and through Him and to Him are all things.*

*To Him be the Glory forever. Amen. Roman 11:36)*

At this moment of accomplishment, I am deeply indebted to my supervisor Dr. M.K. Verma, Assistant Professor, Mizoram University for grooming me as a student. Thank you for your encouragement, selfless guidance, insightful decision and your sense of dedication inspired me, I have found in you a teacher, a friend and a pillar of support.

I also extended my heartfelt gratitude to Prof. S.N. Singh, Head of Department and all the faculty members in the department of Library and Information Science for giving me an opportunity to further my academic growth through research.

My earnest thanks to Dr. Rema Chhakchhuak, Principal HATIM for his constant support while a collective acknowledgment to all my colleagues in my college is in order. A special acknowledgement to Mr. Ramnundanga Asst. Prof. HATIM for his help in statistical analysis and for having encouraged me towards the later part of the research.

I also express my heartfelt thanks to all respondents for their cooperation and endless support, who willingly provided the data for my research work.

Finally, I acknowledge the people who mean a lot to me, my parents, brother and sister, mother-in-law, Sister-in-law and Brother-in-law for their faith in me, and for their constant support and prayers.

Finally, this piece of work is dedicated to my beloved wife Mrs. K. Lalawmpuii, I am truly thankful for having her in my life. I find it difficult to express my appreciation for being with me through thick and thin and for being my most enthusiastic cheerleader throughout my research.

I end this series of acknowledgement by again thanking the Almighty God for everything

(LALROKHAWMA)

## TABLE OF CONTENTS

<b>Description</b>	<b>Page No.</b>
Declaration	i
Certificate	ii
Acknowledgement	iii
Table of Contents	iv-vii
List of Tables	viii
List of Images and Snapshots	ix-x
List of Abbreviations	xi-xii
<b>Chapter 1    Introduction</b>	<b>1-25</b>
1.1    Introduction	1
1.2    Library Resources and Services: A conceptual Background	1-2
1.2.1    Documentary Sources	3
1.2.2    Non- Documentary Sources	4
1.3    User satisfaction: A conceptual Framework	5-6
1.4    College Education in Lunglei	7-8
1.5    Significance and Scope of the Study	9
1.6    Review of Literature	9-16
1.6.1    Research Gap	17
1.7    Research Design	17
1.7.1    Statement of the Problem	17
1.7.2    Objective of the Study	18
1.7.3    Methodology	18
1.8.    Structure of Chapters	19
Reference	20-25

<b>Chapter 2</b>	<b>User Satisfaction: An Overview</b>	<b>26-47</b>
2.1.	Introduction	26
2.2.	Meaning/ Definition of Users	27-28
2.3.	Significance of Users Study	29
2.4.	Types of Users	29
2.5.	Users Need	31
2.6.	Definition of Satisfaction	32
2.7.	Concept of Users Satisfaction	33
2.8.	Importance of User Satisfaction in the Library	34
2.9.	User Education	34
2.10.	History of User Education	35
2.11.	Meaning of User Education	36
2.12.	Need for User Education	37
2.13.	Objective of User Education	38
2.14.	Components of User Education	39
2.15.	Method of User Education	39
2.16.	User Study	40
2.16.1.	Genesis of User Studies	40
2.16.2.	User Studies in India	41
2.16.3.	Meaning of User Studies	41
2.16.4.	Why Users Studies	42
2.16.5.	Types of User Studies	42
2.16.6.	Purpose of Users Studies	42
2.16.7.	Scope and Objectives of Users Studies	42-43
2.17.	Conclusion	44
	Reference	45-47
<b>Chapter 3</b>	<b>Information Resources and Services of College Library in Lunglei District</b>	<b>47-63</b>
3.1.	Introduction	48
3.2.	Lunglei Government College Library (LGC)	49-50
3.3.	Library Resources and Services	51

3.3.1. Circulation Service	52
3.3.2. Reference Service	52
3.3.3. Reprographic Service	52
3.3.4. New Arrivals Display	52
3.3.5. Internet Service	52
3.3.6 UGC-NRC	53
3.4. Government J. Buana College Library (GJBC)	53
3.5. Library Resources and Services	54
3.5.1. Circulation Service	55
3.5.2. Reference Service	55
3.5.3. Reprographic Service	55
3.5.4 Internet Service	55
3.5.5 UGC-NRC	55
3.6. Government Hnahthial College (GHC)	56
3.7. Library Resources and Services	57
3.7.1. Circulation Service	58
3.7.2. Reference Service	58
3.7.3. Reprographic Service	58
3.8. Higher and Technical Institute, Mizoram (HATIM)	58-59
3.9. Library Resources and Services	60
3.9.1. Circulation Service	61
3.9.2. Reprographic Service	61
3.9.3. Reference Service	61
3.9.4. Special Collection	62
3.9.5. New Arrivals Display	62
3.9.6 Internet Service	62
3.10. Conclusion	62
Reference	63
<b>Chapter 4 Data Analysis and Interpretation</b>	<b>64-101</b>
4.1. Introduction	64
4.2. Data Analysis	64
4.2.1 Frequency Distribution of Gender-wise Respondents	64
4.2.2. Frequency of Library Visits	65-66
4.2.3. Purpose of Library Visit	67



4.2.4. Preference to Use Reading Material	68
4.2.5. Satisfaction with Library Timing	69
4.2.6. Convenient Time to Visit Library	70
4.2.7. Having Adequate Timing to Visit Library	71
4.2.8. Time Spent in Library by Respondents	72
4.2.9. Purpose of Information Seeking	73-74
4.2.10. Dependency of Respondents on Information Resources	75
4.2.11. Computer Knowledge and Skills	76
4.2.12. Availability of Internet Facilities	77
4.2.13. Satisfaction of Internet Services	78
4.2.14. Satisfaction with Library Staff Efficiency	79
4.2.15. Awareness about UGC- Network Resource Centre	80
4.2.16. Usage of Resources Provided Under UGC- NRC	81
4.2.17. Reason of Not Using UGC-NRC	82-83
4.2.18. Rating the Quality of UGC-NRC Resources	84
4.2.19. Satisfaction with E- Resources provided by the College Library	85.
4.2.20Satisfaction with Library Resources	85-86
4.2.21Satisfaction with Library Services	87
<b>Chapter- 5 Findings Conclusion and Suggestions</b>	<b>88-92</b>
5.1. Major Findings of the Study	88-89
5.2 Conclusion	90-91
5.3 Suggestions	92
Bibliography	93-101
Appendix	102-105

## LIST OF TABLES

<b>Table No.</b>	<b>Name of Table</b>	<b>Page No.</b>
1.1	College wise status of students and teachers	8
4.1	Gender-wise Distribution	65
4.2	Frequency of Library Visit by Respondent	66
4.3	Purpose of Library Visit	68
4.4	Preferences to Use Reading Material	69
4.5	Satisfaction with Library Timing	70
4.6	Convenient time to Visit Library	71
4.7	Adequacy of Timing to Visit Library	72
4.8	Time Spent in the Library by Respondents	73
4.9	Purpose of Information Seeking in the Library	74
4.10	Dependency of Respondents on Information Resources	75
4.11	Computer Knowledge and Skills	77
4.12	Availability of Internet Facilities	78
4.13	Satisfaction of Internet Services	79
4.14	Satisfaction with Library Staffs' Efficiency	80
4.15	Awareness about UGC- Network Resource Centre	81
4.16	Usage of Resources Provided under UGC-NRC Centre	82
4.17	Reason of not Using UGC- NRC Resources	83
4.18	Rating the Quality of UGC-NRC Resources	84
4.19	Satisfaction with E-Resources provided by the College Library	85
4.20	Satisfaction with Library Resources	86
4.21	Satisfaction with Library Services	87

## LIST OF IMAGES AND SNAPSHOTS

<b>Figure No.</b>	<b>Name of Images</b>	<b>Page No.</b>
Fig.1.1.	Library Resources	2
Fig.1.2.	Category of Library resources on the basics of their origin	2
Fig.1.3.	Documentary sources of Information	3
Fig.1.4.	Non-Documentary Sources of Information	5
Fig.1.5.	Symbol of Satisfaction	6
Fig.2.1.	Library Role and value for Users	26
Fig.2.2.	Library Users'	28
Fig.2.3.	Type of Library Users	30
Fig.2.4.	Type of Library Users and way to using Library Resources	31
Fig.2.5.	Way to satisfied Users/Customers	33
Fig.3.1.	Lunglei Town	48
Fig.3.2.	Lunglei District Map	48
Fig.3.3.	Lunglei Government College Building	50
Fig.3.4.	Lunglei Government College Ground	50
Fig.3.5.	Library Periodical Section	50
Fig.3.6.	Library Reference Section	50
Fig.3.7.	Library Stack Room	50
Fig.3.8.	Government J. Buana College Building	53
Fig.3.9.	Library Stack Room	54
Fig.3.10.	Circulation Section	54
Fig.3.11.	Library Stack Room	54
Fig.3.12.	Library Reading Room	54
Fig.3.13.	Government Hnahthial College Library Building	56
Fig.3.14.	Library Stack Room	57
Fig.3.15.	Library Circulation Counter	57

Fig.3.16.	HATIM Main Campus, Lunglei Pukpui	59
Fig.3.17.	Library Circulation Section	60
Fig.3.18.	Stack Room	60
Fig.3.19.	Periodical Section	60
Fig.3.20.	HATIM Building, Town Campus	60

## **ABBREVIATION**

<b>Term</b>	<b>Description</b>
<b>ALA</b>	American Library Association
<b>BI</b>	Bibliographic Instruction
<b>CD-ROMS</b>	Compact-Disc Read Only Memory
<b>CBCS</b>	Choice Based Credit System
<b>DDC</b>	Dewey Decimal Classification
<b>DL</b>	Digital Library
<b>DUL</b>	Dhaka University Library
<b>GJBC</b>	Government J. Buana College
<b>GHC</b>	Government Hnahthial College
<b>HATIM</b>	Higher and Technical Institute, Mizoram
<b>ICT</b>	Information Communication Technology
<b>IASLIC</b>	Indian Association of Special Libraries and Information Centre
<b>INFLIBNET</b>	Information and Library Network
<b>JNU</b>	Jawaharlal Lal Nehru University
<b>JPL</b>	Jaffna Public Library
<b>LGC</b>	Lunglei Government College
<b>MZU</b>	Mizoram University
<b>M.Phil.</b>	Master of Philosophy
<b>NKC</b>	National Knowledge Commission

<b>N-LIST</b>	National Library and Information Services Infrastructure for Scholarly Content
<b>OPAC</b>	Online Public Access Catalogue
<b>UGC</b>	University Grants Commission
<b>UGC-NRC</b>	University Grant Commission- Network Resource Centre
<b>SOUL</b>	Software for University Library
<b>SPSS</b>	Statistical Packages for Social Science
<b>SERVEQUAL</b>	Service Quality
<b>LibQUAL</b>	Library Quality
<b>LOEX</b>	Library Orientation Exchange
<b>Wi-Fi</b>	Wireless Fidelity
<b>PG/ UG</b>	Post Graduate/ Under Graduate
<b>PSQ</b>	Highlighted Service Quality
<b>RUSA</b>	Rashtriya Uchchatar Shiksha Abhiyan
<b>LIS</b>	Library and Information Science
<b>IEDE</b>	Institute for Educational Development and Extension



# **CHAPTER-1**

## **INTRODUCTION**



**CHAPTER-2**  
**USERS SATISFACTION:**  
**AN OVERVIEW**

**CHAPTER-3**  
**INFORMATION RESOURCES**  
**AND SERVICES OF COLLEGE**  
**LIBRARY IN LUNGLEI DISTRICT**

# **CHAPTER-4**

## **DATA ANALYSIS AND INTERPRETATION**

**CHAPTER-5**  
**FINDINGS, CONCLUSION AND**  
**SUGGESTIONS**

# **BIBLIOGRAPHY**

# APPENDIX

## **1.1. INTRODUCTION**

Libraries are treated as service institutions where they serve their users to fulfill their information needs and library activities are geared towards serving the needs of users because in service center user's satisfaction is very important. Academic libraries play an important role in the institutions they serve. The libraries hold different collections of reading materials including books, periodicals, newspapers, reports special collection of government documents and a wide range of electronic resources among others. The core objective of college library is to support the parent institution (i.e. college) to achieve its objectives and missions. The important position and the role of the library in academic institutions have been already highlighted by many authors. Effah (1998) emphasized that academic support services provided by library is very important and necessary to the attainment of any academic central mission of teaching, learning and research. Kargbo (2002) stated his view that academic library is the central organ of the academic institutions and library together with good laboratories and faculties are the parameters used to judge the status of academic institutions. Verma (2015) discussed the role of academic library to achieve academic excellence in academic institution and pointed out that academic library has to play very important role because academic institutions are incomplete without a good library. The college library is an important nucleus of college campus life where we can check out books, find a quiet place to study, and may be even flip through a magazine, newspaper etc. College libraries extended and making many essential services and resources accessible in the form of printed and non- printed materials. The academic library remains the core and most vital equipment of any educational institution. Education is a key factor in the concept of development of a nation and libraries are very crucial tools for attaining national objectives of human resource and economic development. Promoting lifelong learning, this is an education that would be sustainable and a lifelong journey.

## **1.2. LIBRARY RESOURCES AND SERVICES: A CONCEPTUAL FRAMEWORK**

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. Library resources are basically sources of information. Traditionally, these resources were mostly books, journals, newspapers and other editorials, and encyclopedias. But with the advent of the internet, digital sources of information have become prevalent. These digital sources of information include online libraries

and journals, online encyclopedias like the Wikipedia, blogs, video logs like the YouTube, etc. Even movie clippings especially from history have played a large role in modern research, and hence are classifiable under 'Library Resources'.



Figure-1.1 Library resources

(Source: [https://www.tutorialspoint.com/public\\_library\\_management/public\\_library\\_management\\_information\\_sources.htm](https://www.tutorialspoint.com/public_library_management/public_library_management_information_sources.htm))

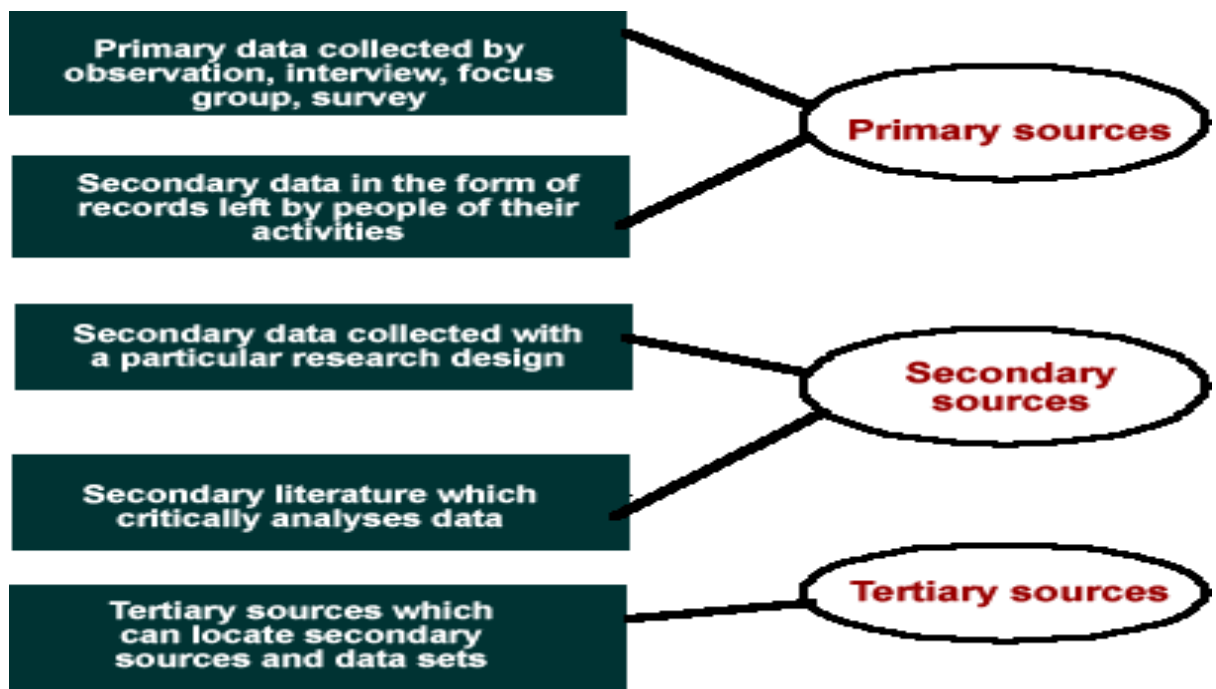


Figure-1.2 Category of Library resources on the basics of their origin

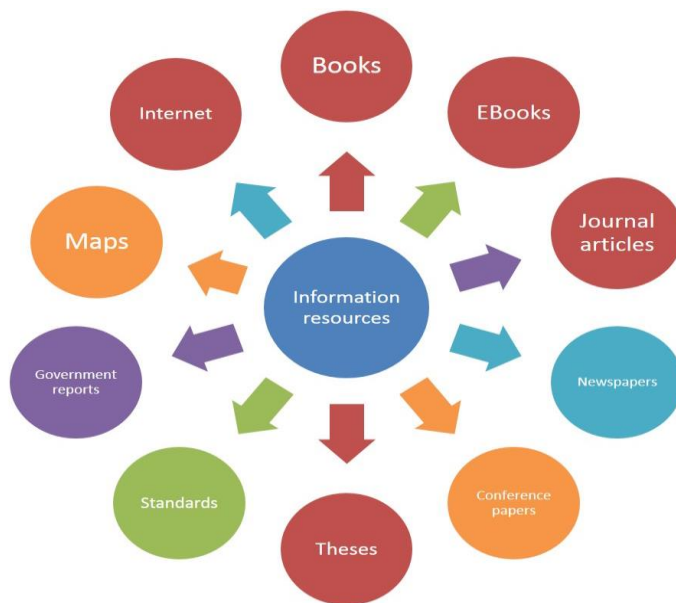
(Source: <https://www.pinterest.com/pin/290341507198805856>)



The main objective of the library media centers is to provide resources to enrich and to support the educational program of the institution and also to promote meaningful resource- based activities and enquiry that will enable students to become ‘effectives users of ideas and information’ and also responsible for lifelong learners. Library Resources are divided into two categories that is Documentary and Non- Documentary Resources

### 1. 2.1 Documentary Sources

Documentary sources are further divided into three categories, Primary, Secondary and Tertiary Sources. Primary sources are the first published records of original research and development. These are original documents representing unfiltered original ideas e.g. Periodicals, Research Reports, Patents, Conference proceedings, Dissertation or Thesis, Manuscripts, Unpublished Sources (Diaries, Notebook, Files, Inscription on Tombstone, Coins etc.) Secondary Sources are those which are either compiled or refer to primary sources of information. Secondary sources are created and interpreted from primary or original material. In the secondary sources of information, the original information is selected, modified and arranged in a suitable format for the purpose of easy location by the user. E.g. Index, Bibliography, Review, Monograph, Encyclopedia, Dictionary, Handbook, Manual etc. Tertiary Sources of information contain



**Figure-1.3 Documentary sources of Information**  
(Source: <http://libguides.ncl.ac.uk/c.php?g=233735&p=1551848>)

information distilled and collected from primary and secondary sources. The primary objective of tertiary sources is to give assistance to the researcher to make enable them to use primary and secondary sources of information e.g. Directories, Yearbooks etc.

### **1. 2.2 Non- Documentary Sources**

The non-documentary sources of information are live sources that provide information and communication instantly. The non-documentary sources of information include research organizations, societies, industries, government establishment, departments, learned and professional bodies, universities, technological institutions, data centers, information centers, referral centers, clearing houses, consultants, technological gatekeeper etc. Non-Documentary sources of information provide information instantly and it is very easy to handle. The main disadvantage of Non-Documentary sources of information is that it involves high cost when distance between the people is large and that it also demands the use of highly sophisticated techniques i.e. computer system, video conference, telephone etc.

According to Dr. SR. Ranganathan Documentary sources of information are classified into four categories. These also reflect the chronological order of their development as **Conventional-** e.g. Books, periodicals and Maps. **Neo-Conventional** - Natural and physical Science, and its related standards, patents, clippings of newspaper, formulae of chemistry. **Non- Conventional** this documents are quite different from conventional and neo –conventional. Dr. SR Ranganathan divides these further into four categories as Microcopy, Audio document, Visual document and Audio- Visual document. **Meta Document-** Meta document are made with a fast speed and without any contribution of human mind directly. E.g. Mechanized technology, photography, radar etc.



*Figure-1.4 Non-Documentary Sources of Information  
(Source: Google images) \**

Library services are the key element in the Library since the ancient times. The most essential element in Library service is having the right people in the right place at the right time. ICT's have changed the concept of library services. Now users have multiple options for information seeking and prefer to use online information and services. Therefore, libraries are required to use electronics technologies to satisfy their users. With the advance of Internet and World Wide Web, the concept of library services emerged as an effective tool to provide easy and unlimited access with variety and plenty of information resources at a less price. National Knowledge Commission (NKC) in its report strongly recommended “Libraries as Gateways to Knowledge” and its active and efficient services have tremendous impact on educational, economic and social development.

### **1. 3. USER SATISFACTION: A CONCEPTUAL FRAMWORK**

In the field of library and information center, a number of terms are being used to represent user, such as clients, customers, borrowers, members, patrons, etc. But the most frequently used term in libraries is user. It specifies the context clearly and has a wide acceptability in the profession. It represents a person who uses the library for his information needs. But to define the terms library user is still not easy, as some persons may be frequent visitors of library, while some others may use the library once in many years. Some may use many of the services provided by the library, and others may use only one service. Some may visit the library while others may use the library services

through messenger or telephone or other facilities. Still another category of persons may visit the library but not for using its collection or services, instead for paying personal visit to a staff member. Out of these many conditions, when we can call a person, a library user is sometimes difficult.



**Figure-1.5 Symbol of Satisfaction**  
(Source: Google images) \*\*

According to Oxford English Dictionary Users means “a person who uses or operates something. It is difficult to explain fully who the user of the library is, but an attempt was made by Michael Gorman according to him users are “Information seekers who make used of libraries.” According to Kenneth Whittaker, “a user may be defined as a person who uses one or more of a library’s services at least once a year.” Users are the all-important factor without which an information system loss its whole purpose. In the library operation, it is extremely important to understand who the users are, what their needs are and how those needs can be satisfied and fulfilled by the library. Users may be different type’s viz. General Readers, Subject Readers, Special Readers, Non-Reading Users, and Non- Users etc.

According to Cambridge Dictionary Satisfaction means, “a pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do.” User satisfaction has been recognized as an important measure of library performance, in general user satisfaction has been defined as the degree to which the library is able to meet the demands of the

user”. The most comprehensive definition of satisfaction has been offered by Kotler and Keller who define satisfaction as “person’s feeling of pleasure or disappointment which resulted from comparing a product’s perceived performance or outcome against his/ her expectations” (Kotler and Keller, 2006).

When discussing categories of customer satisfaction levels, Williams and Buswell (2003) refer to Oliver’s theory that divides potential customer satisfaction levels into three categories:

First, negative disconfirmation happens when the level of service turns out to be worse than expected by the customer.

Second, Positive disconfirmation, is the case where the service is better than expected by the customer.

Third, simple disconfirmation, happens when the level of service matches the level of service expectation.

The libraries have transformed drastically from storehouse for books and journals to the powerhouses of knowledge and information since the middle of 20th century. The information and communication technology is responsible for this revolution. The existences of libraries are reliable on user’s satisfaction. When the library is able to rise to his or her expectation users are getting satisfied or meets the actual needs. A quality library service is said to be one, which satisfy the user’s expectation resulting a good experience.

#### **1.4. COLLEGE EDUCATION IN LUNGLEI**

Lunglei district is one of the eight districts of Mizoram and the largest district in the state of Mizoram in terms of geographical areas. As of 2011 census it is the second most populous district in the state, after Aizawl. The district is named after its headquarters Lunglei. Lunglei, sometimes spelled Lungleh, in Mizo means a bridge of rock. It derived its name from a bridge like rock found in the riverine area around the Nghasih, a small tributary of the river Tlawng. Lunglei town is the administrative headquarters of the district. The major Educational Institutions of Higher learning in Lunglei District are:

1. Lunglei Government College, Lunglei
2. Government J. Buana College, Lunglei
3. Government Hnahthial College, Hnahthial
4. Higher and Technical Institute Mizoram (HATIM), Lunglei

All above colleges are affiliated with Mizoram University. Out of four colleges, three are government colleges and funded by the Mizoram government while one is church- based private college (HATIM College) manage and funded by the Baptist Church of Mizoram. Large number of students in these colleges are from Lunglei District only and they are socially and economically very weak. Though there are four colleges in the district, still there are a lot of challenges for higher education in terms of student's teacher's ratio, supporting staffs, physical infrastructure, laboratories and library and the most important is good connectivity from surrounding districts. The ICT infrastructure and Internet connectivity is also another challenge in colleges. Further there is no PG program in any colleges in Lunglei and students have to come to Aizawl to join the PG courses. To uplift the higher education status of Lunglei district, there is a high demand of people to open up Mizoram University Lunglei Campus and if this dream come in reality in near future, definitely the higher education scenario of Lunglei will be change.

**Table-1.1: College wise status of students and teachers**

Sl.No	Name of Colleges	Number of Teachers	Number of Students	Total
1.	Lunglei Government College	62	806	868
2.	Government J. Buana College	35	506	541
3.	Government Hnahthial College	26	107	133
4.	Higher and Technical Institute, Mizoram	23	265	288
	<b>Total</b>	<b>146</b>	<b>1684</b>	<b>1830</b>

*(Source: Field Survey)*

## **1. 5. SIGNIFICANCE AND SCOPE OF THE STUDY**

This study is the first of its kind investigating user's level of satisfaction with library resources and services of Lunglei District college library. An academic library should provide an appropriate collection, services and facilities to clients to gain their satisfaction. This study explores the extent of users' satisfaction with the library resources and services in the area under covered. It has not only offered an opportunity to improve the weak areas in which the users showed their concerned, but also provided a chance to further strengthen the areas of services in which the users are satisfied. This study is very useful for Mizoram library professionals for improvement of library resources and services in their respective library.

The main intention of this study is to report on examination of the library service quality rendered to its users or user satisfaction of Lunglei District College Libraries, from teachers and student's perspective. This is the first time effort that has been made ever to measure the service quality and satisfaction of college libraries in Lunglei district. This study will bring and trigger more research on assessing user satisfaction and Service quality in various college libraries in Mizoram. Anticipated that this research work would be an eye opener for Library Information Science professionals to gear themselves to move forward according to the tune of the time for their professional growth, progress of the institution, academic community and also for the nation building process.

The scope of present study is limited to four colleges of Lunglei District- i.e. Lunglei Government College, Government J. Buana College, Government Hnahthial College, and Higher and Technical Institute Mizoram (HATIM). The study is further limited to teachers and students of above four colleges. There are total approximately 146 teachers and 1684 students in above four colleges. Out of which, 80 teachers (20 each college) and 160 students (40 each college) are selected to collect the primary data with details emphasis on their use and satisfaction with library resources and services.

## **1. 6. REVIEW OF LITERATURE**

The researcher has attempted to review literature on Library user satisfaction and measurement of Library service quality with a focus on Public and Academic Library in the International, National, and North- East India level. The researcher study various topics related to this work to have depth knowledge on the area and the works of other in the related areas are as follows:

**Tameem** (1992) examined a model which can be used to measure user satisfaction of library services and also provides the instrument which could be used to evaluate any government library in Saudi Arabia in the form of a questionnaire. The questionnaire covers 14 areas of library activities. Some recommendations and considerations are suggested towards the improvement of government library services in Saudi Arabia.

**Adomi et.al.** (2004) observed levels of satisfaction with reserve collection services at Delta State University Library, Abraka, Nigeria. By means of a questionnaire, data were collected. Findings revealed the personal characteristics of the respondents and their levels of satisfaction with reserve collection, loan policy, staff, condition of reading room, opening hours and the time it takes to serve users. The paper concludes by making recommendations for improvement.

**Jackson et.al.** (2005) identified the frequency of library use and satisfaction of library resources and services by hospitality education patrons. By using collected data of five hospitality Management programs across the country, the study revealed essential differences in library access, use, and satisfaction based on gender, academic status and international versus non- international patrons. The findings of this exploratory study provide strong evidence of an increasing tendency between UG students, graduates students and faculty/ staff to remotely utilize library resources and services.

**Kaur and Verma** (2006) conducted a survey to explore purpose of using library vary from person to person majority of users visit library for issue/ return of books, then for consulting periodical/journals, and many were for photocopying work.

**Sahu** (2007) measured the perceptions of the Jawaharlal Nehru University library users and its quality service and to observe how far the JNU library has succeeded in delivering such service to its users. The research was carried out among the students and faculty members of the JNU. A questionnaire was used as the data gathering instrument. For data collection structured questions were prepared. Closed ended questions were designed to stimulate responses on a five point Likert scale to measure user satisfaction and perception of service quality. Chi-square method was used for the collected data analysis. The results indicated that the JNU library is not lacking in quality of service.



**Mehran and Mostafa** (2008) investigated the importance of service quality from the perspective of University of Tehran Central Library users. The research also aims to measure how successful the library in meeting users' needs by providing library resources and services. In order to meet the objectives of the study, SERVPERF methodology was used. Information was collected via questionnaires which consisted of structured questions. All the questions were designed to elicit responses on a five-point Likert scale to measure both respondent satisfaction and perception of service quality. The results revealed that, although University of Tehran Central Library has conducted a number of programs for improving its services, because of the lack of identifying the most important aspects of service quality in their users' ideas, the efforts for providing user satisfaction has failed to a large extent.

**Mahajan** (2009) conducted a study in Punjab university library and observed that users are satisfied with library collection and services but they want more training in the use of online resources.

**Kaur** (2010) studied to examine the perception of academic staff on the quality of academic library services. It also attempts to assess the impact of library services on their work and their perceived level of satisfaction towards university library services. The study was carried out using a survey methodology. The survey instrument was a questionnaire adopted from a quality impact survey based on SERQUAL dimensions. The result revealed that the overall satisfaction with the library services received.

**Elaine et.al.**(2010) analyzed satisfaction with electronic reference services, paying particular attention to how user satisfaction is measured. A wide variety of methods are used to measure user satisfaction. There was almost no overlap in specific questions considered although there were some similarities in methodologies used. The results of this analysis show a lack of standardization in LIS research on this topic. Database searches identified research concerned with electronic reference. Articles with a variable of user satisfaction were extracted and subjected to a critical appraisal. The remaining research was analyzed for similarities, differences, and consistency.

**Azzah and Mark** (2010) studied and investigated factors influencing user satisfaction in information retrieval; It is evident from this study that user satisfaction is a subjective variable, which can be influenced by several factors such as system effectiveness, user effectiveness, user effort and user characteristics and expectations. Therefore, information retrieval evaluator should

consider all these factors in obtaining user satisfaction and in using it as a criterion of user effectiveness.

**Borbely** (2011) identified how task effectiveness, completion, efficiency and task time effect the general user satisfaction with a specific software product, and which factors, mentioned above, have the biggest effect on user satisfaction.

**Burcak** (2011) investigated strategies for archival institutions in order to provide user satisfaction. In this paper the concept of user satisfaction in archival organization is discussed. 60 users of the ottoman archives were interviewed in order to determine the satisfaction norms of the archives users. A special survey was created for this process. The survey was analyzed by SPSS 17 and the result was determined.

**Pauline** (2011) examined the relationship between service quality and user's satisfaction at Redeemers University and investigate how user surveys have been employed in a number of previously published literature. A questionnaire was used as a data collection instrument for the study. The study revealed that the academic staff and students who formed the population for the study, students were found most frequently used the library. The college of management sciences had the highest frequency of use and it also showed that users were satisfied with the resources and services of the library.

**Hossain and Islam** (2012) highlighted service quality (PSQ) associated with user satisfaction of Dhaka University Library (DUL). To identify the service quality users' needs and expectations were initially identified. A modified SERVQUAL instrument was used to survey DUL users. User responses for minimum, expected, and perceived services were calculated. A gap analysis was done to measure the PSQ that reveals two types of service gaps, i.e. positive gap provides quality services, and negative gap indicates the service shortfall. Users' satisfaction level was also identified. In both cases (assessment of PSQ and satisfaction). The outcome of the study shows that "library hours" is the only service item which got the optimum satisfaction of the users, while other items fall short of meeting the user's need.

**Kornelija and Bernardica** (2012) examined the findings of the customer satisfaction survey of the faculty of philosophy in Osijek library. The purpose of the survey was to determine the level of satisfaction among two customer group: students and faculty. The satisfaction data are collected as

a part of a wider library evaluation program and present the first step in future continuous measurement of customer's expectation and their satisfaction.

**Larson** (2012) conducted to find out user satisfaction with services and resources at the Institute for Educational Development and Extension (IEDE) Library in University of Education, Winneba, Ghana. A descriptive survey design was adopted for the study. The questionnaire was the instrument used for data collection. In the entire total sample for the study was 454. Data was analyzed into frequency tables and percentages. Results of the study revealed that though students were satisfied with the current services, there is a room for improvement as far as the services and resources of the library are concerned. Recommendations made included lengthening opening hours of the library; reprographic section and printer are suggested to enhance scholarly endeavors of users.

**Citti, Politi, and Sabattini** (2012) investigated on academic libraries of the University of Bologna situated in Cesena, about users' satisfaction, in order to improve services. Two surveys were carried out: in 2007 and in 2010. The second one aimed to verify whether the actions adopted following the 2007 questionnaire had been appreciated. The 2007 survey adopted the interviewer-assisted administration technique, the 2010 was online. The 2010 questionnaire gave information about users' expectations and actions to be taken, the number of students unaware of advanced services is high. The online questionnaire was adopted. The result was that a higher number of professors answered the questionnaire, but fewer students. That was probably due to the fact that most students do not use the institutional address.

**Muhammad and Mirza** (2013) evaluated the satisfaction of users with the services of Punjab Institute of Cardiology Library. A purposive sample of 15 health care professionals was selected. A semi structured interview technique based on an interview guide was used for collection of data. The data were qualitatively analyzed using a thematic approach. Result revealed that users of PIC library were satisfied with the library collection, organization, and reference and circulation services. They were concerned about library space, hours, furniture and environment and suggested more availability of electronics library services, newer collections, better internet access and comfortable furniture.

**Bakti and Sik** (2013) investigated the relationship between library customer loyalty and other areas namely service quality and customer satisfaction in a university library service in Indonesia. More specifically the paper aims to examine whether service quality affects customer loyalty directly and

indirectly through customer satisfaction. The authors surveyed the users of a university library in Indonesia by using structured questionnaire. The result revealed that service quality has a direct effect on customer satisfaction, which then directly influences library customer loyalty. Nevertheless, service quality does not have significant direct effect on customer loyalty in library service.

**Saikia and Gohain** (2013) studied and investigate user's satisfaction on library resources and services and information seeking behaviors of the students and research scholars of Tezpur University. 200 questionnaires were distributed among students and research scholars of Tezpur University to collect relevant data. It is found that 82.39% (131) users borrowed text books, 79.87% (127) consulted journals and 75.47% (120) read newspaper to meets their information needs. From this study it is felt that user's guidance is necessary to help library users to meets their information needs.

**Upadhaya** (2013) examined student's behavior towards e-resources in University of Delhi and found that 58% respondents prefer to use e-resources while 28% students using both print and electronic resources. Jotwani (2014) conducted a survey on e-resources usage in IITs and study resolved that e-resources are heavily used by IITs' library users.

**Killick, Weerden and Fransje** (2014) conducted international research into library customer satisfaction as measured by the LibQUAL survey methodology. LibQUAL results from SCONUL Libraries, Utrecht and Leiden Universities were analyzed to explore the differences between customers who were very satisfied, and those who were very dissatisfied with the service. Results from each of the three dimensions of service quality were reviewed separately. The survey results from respondents who had given a high satisfaction mean score to one of the three dimensions were analyzed to assess if they had also given high satisfaction mean scores overall. This process was then repeated for those who had given low satisfaction mean scores. When reviewing the surveys with low satisfaction mean scores in the Effect of Service dimension it was discovered that these respondents also had the largest negative scores for the overall average perceived scores, indicating they are the most dissatisfied users. The findings show that both information resources and user service affects the overall opinion of the library service for all user's groups.

**Ranewalla and Rajapaksha** (2014) investigated the use of library resources, user's satisfaction in library resources and services among first and third year students in the Faculty of Engineering and Social Sciences of General Sir John Kotelawala Defence University, Ratmalana. The collected data was analyzed by using MS-Excel. It was revealed that the students are satisfied as a whole with available library resources and services. However, it was found out that the resources and services are not being utilized by the students. Based on these observations it was recommended that other than library orientation program information literacy should be organized to promote awareness and use of e-resources. It was also further recommended that to increased e-journal and e-database.

**Barbara and Chen** (2014) examined public library staff attitudes towards open- source library automation in the state of Indiana USA. The researcher was interested in understanding the library staff's perceptions of the value of the system in performing their job duties and improving library services. The researcher travelled to nine public libraries every three months to survey library staff from January to December 2010. The survey consisted of six question regarding the use of the Evergreen System for work processes and basic demographic information of the staff. There were a total of 323 survey respondents, out of 323 respondents, 57 (17.65 per cent) used the Evergreen system in their daily work routines at the library. The primary benefits reported were: ability to check the availability of library materials at other Evergreen libraries.

**Ahmed and Amjad** (2014) measured the satisfaction level of researchers regarding to the usage of electronics resources and to assess the frequency and purpose in the use of the different types of electronics resources and also to identify the problems faced by research scholar while using e-resources. The respondents were asked questions regarding the problems faced by them while using e-resources. The result shows that respondents faced some problems frequently such as lack of internet connection, difficult interface design, discomfort with e- reading and lack of guidance from teacher etc.

**Sriram and Rajev** (2014) conducted to ascertain various services and facilities required by the academic library users of Sur University College and their level of impact on its users' satisfaction. Primary data were collected from the academic library users. The related services such as photocopying facilities, printing facilities, study desk facilities, PC provisions and library catalogue which were provided by the Sur university college academic library were examined with the different statistical measures to identify the impact levels. Printing and photocopying facilities

found to have highly impact on the Sur university college academic library users. Suggestions were also made to provide quality services and increase users' satisfactions.

**Verma and Prang** (2015) conducted a survey regarding satisfaction with library services by PG students of school of physical sciences and study resolved that users are quite satisfied with library collection and services.

**Chandrasekar and Sivathaasan** (2016) investigated the level of satisfaction among children (up to 14 years) with regards to facilities and services available at the children section of the Jaffna Public Library. A structured questionnaire was distributed among randomly selected members of the children's section. Data collected via the structured questionnaire were analyzed using SPSS 22.0. The result showed that the prime purpose of visiting the children section is reading books and other material. With regards to frequency of visit, 86 per cent of the respondents visit the library three to four times in a week or at least once a week. Result revealed that female children are more satisfied with the library environment compared to males.

**Chandrasekar and Sivathaasan** (2016) examined the level of satisfaction among children (upto14 years) with regard to facilities and services available at the children's section of the Jaffna Public Library. A structured questionnaire was distributed among randomly selected members of the children's section, JPL. Data collected via the structured questionnaire were analyzed using SPSS 22.0. The response rate was 67percent.Descriptive analysis showed that the prime purpose of visiting the children's section (JPL) is reading books and other materials. With regard to frequency of visit, 86percent of the respondents visit the library three to four times in a week or at least once a week. Results of the f-test indicated that there is no significant difference among different age groups for overall satisfaction of children's section facilities and services. Results of the t-test revealed that female children are more satisfied with the library environment compared to males.

**Masrek and Gaskin** (2016) analyzed user satisfaction in the context of academic web digital library (DL). The study employed survey research methodology with self-administered questionnaire as the research instrument. The questionnaire was developed based on the instruments used by previous researchers. The population of the study was students enrolled for the bachelor's degree in the Faculty of Information Management, University Teknologi MARA, Malaysia. These students were chosen because of researcher's easy access to the sampling frame. Descriptive analysis and

inferential analysis which include SEM were executed using IBM SPSS and AMOS statistical software. The results indicated that information quality, systems quality, service quality, perceived usefulness, perceived ease of use and cognitive absorption are significant predictor of users' satisfaction with the web DL.

**1.6.1. Research Gap:** Although several study and observation were done on user satisfaction of library resources and services in India and overseas. From the above aforementioned of literature reviewed, it is proved that there is no substantial evidence of studies relating to user's satisfaction with library resources and services in Lunglei District Colleges. This has revealed the researcher to undertake research on this topic.

## **1.7. RESEARCH DESIGN**

### **1.7.1 Statement of the problem**

Academics libraries are facing two major threats: a global digital environment and increasing competition. Academic libraries are presently faced with challenges as a result of the introduction of information technology which has led to an increase in competition among information providers. Libraries must improve the quality of their services to enable them faced the challenges of information explosion in the 21st century

Library plays a very vital role in higher education system by providing relevant information and knowledge to alive the academic community and treated as heart of academic system. The changing of information environment, application of ICT infrastructure in library has made both library professional and users confused to locate the appropriate information as and when required. The study of usage of library resources and user satisfaction has great impact on future library services by re-designing the library collection development policy and services on the basis users' opinions and demands and for this evaluation of user satisfaction with library resources and service is necessary to provide information resources and services to meet user's information requirements but no study is being done till today to know the use of library resources and user satisfaction on library resources and services in Lunglei District Colleges. The finding of this study will help the college authority and college librarians of Lunglei District to re-design their library collection and services to satisfy their users'.

### **1.7.2. Objectives of the study**

The objectives of study are to:

1. Identify the use of library collections and services by teachers and students under study
2. Assess the preferred information sources used by users
3. Find out the strength and weakness of the library collection and services
4. Measure the satisfaction level of library users towards library resources and services
5. Ascertain the barriers encountered by users in gathering their information

### **1.7.3 Methodology**

The study is aimed to assess of use and users' satisfaction with library collection and services by college teachers and students of Lunglei District colleges, thus, the survey method of research was adopted this study. For collection of primary data from respondents following data collection tools was used:

#### **a) Survey of Libraries**

To know the library collections, services and physical infrastructure of selected college libraries, scholar personally visited to all four Lunglei District college libraries and conducts a personal interview with librarian/ library staffs and collected data and it was presented and analyzed in chapter-3 under Information Resources and Services of College Library in Lunglei District.

#### **b) Survey of Respondents:**

The respondent's survey consists of teachers and students of Lunglei District Colleges. A structured questionnaire was prepared with 25 questions related to use of library collections and services and users' satisfaction and distributed to 240 respondents and total 240 filled questionnaires were received to assess the use and satisfaction of library collection and services by respondents.

#### **c) Sample Selection:**

The sample for data collection was selected on the basis of disproportionate purposive sampling techniques. There are total 146 teachers and 1684 students in four colleges of Lunglei district as on 01.01.2018, out of which, 80 teachers and 160 students (from each college, 20 teachers and 40 students) were selected as sample from the four colleges. Thus, 240 becomes the total sample size for the present study.



**d) Response Rate:**

A structure questionnaire was distributed among 240 respondents constituting 80 teachers and 160 students and all questionnaires were received for data analysis. Thus response rate is 100%.

**e) Tools for analysis:**

The data collected through the survey methods was analyzed using simple percentage. The one-way analysis of variance (ANOVA) procedure was applied to examine differences in responses regarding satisfaction about library resources and services.

## **1.8. STRUCTURE OF CHAPTERS**

The structure of the study is divided into five chapter altogether.

The first chapter is introduction and conceptual background of library resources and services, conceptual framework of user satisfaction etc. The chapter also contains significance and scope of the study, Review of literature, Statement of the problem, Objectives of the study and Research Methodology etc.

The second chapter deals with an overview of users' satisfaction and discussed about users, type of users, users' study, users' needs, users' satisfaction and importance of users' study in library and information science in details.

The third chapter is information resources and services of college library in Lunglei district and discussed in details about higher education in Lunglei District and profiles of the four colleges in Lunglei district i.e. Lunglei Government College, Government J. Buana College, Government Hnahthial College and Higher and Technical Institute, Mizoram with their library collection and services.

The fourth chapter is data analysis and interpretation. The analysis was done on the basis of the criteria like frequency of library visits, purpose of library visits, user satisfaction on library resources and services, preferred materials of the users etc.

The fifth chapter is findings, conclusion, and suggestions from the observations of the study and recommendations from teachers, students and library professionals under study.

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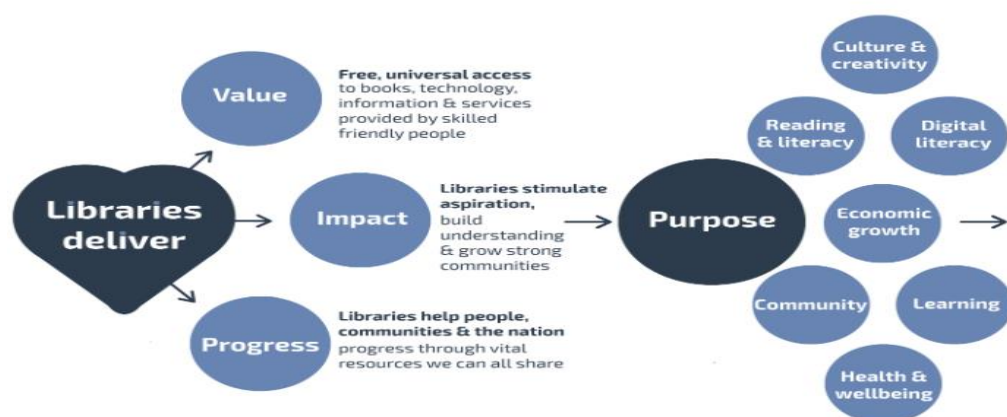
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- \*\* <https://kbondale.wordpress.com/2017/12/31/three-lessons-in-customer-service-from-my-xmas-getaway/> Retrieved on 12<sup>th</sup> June 2018
- \*\* <https://www.questionpro.com/blog/create-customer-satisfaction-survey/> Retrieved on 12<sup>th</sup> June 2018
- \*\*<http://theplanner.guru/2016/11/22/what-venues-can-do-to-retain-existing-customers-and-attract-new-customers/> Retrieved on 12<sup>th</sup> June 2018

## 2.1. INTRODUCTION

It is very common in the developed countries for libraries to measure user satisfaction surveys to improve the level and quality of services offered to library users. User satisfaction is one method of evaluating the effectiveness of library services (Cullen, 2001). These observations help in evaluating the strengths and weaknesses of libraries and provide an opportunity to library professional to enhance the user satisfaction and expectation. Libraries whether academic, public, or special are all service organization or institution. All their activities are towards serving the requirement of users. Academic libraries play a vital role in the institutions where they serve. The libraries possessed traditional materials like books, periodicals, newspapers, reports etc. and a wide range of different e- resources. The main aim of academic libraries is to maintain the parent institution to achieve its objective. This is partly because the institutions need information and resources and the libraries play such important roles. The crucial position and the character of the library within the institution has been emphasized and echoed by many authors. Effah (1998), for example, emphasizes that the academic support service provided by the library is critical to the attainment of the university's central mission of teaching, research and service. Kargbo (2002) on the other hand argues that academic library is the central organ of the university, and this together with good laboratories and faculty are the parameters used to judge a good university. He goes on to further that, it is the barometer of learning, the intellectual hub of academia and as a result of its crucial position in the university its primary role is educational.



*Figure-2.1: Library Role and value for Users*

(Source: <https://www.gov.uk/government/consultations/libraries-deliver-ambition-for-public-libraries-in-england-2016-2021/libraries-deliver-ambition-for-public-libraries-in-england-2016-2021> Retrieved on 7th June 2018)



The academic library undoubtedly plays a tremendous role in the society. This is true paradoxically that any institutions would be incomplete without libraries. Thus the main function of an academic library is to run research support, teaching and learning activities by providing appropriate and useful resources in the form of printed books and e- resources. Academic library provides users with the tools and skills that can help them achieve success in their academic pursuits. It is very crucial that libraries recognize the requirement of their users and try to meet their information needs. Since academic library users have various needs, it is the duty of the library professional to know their demands and strive forward to meet the needs of information seeker. One of the main principles of library activities is to fulfil the information needs of the user and satisfy them by providing users requirement. Hossain (2010) asserts that in today's digital environment libraries must improve their services in order to survive in a competitive environment. We can only understand our user needs, satisfy their information needs through surveys. In the light of this development the library must strive to evaluate the services and address the needs of users adequately. It is natural that only satisfied users come back and there are greater chances that a dissatisfied user will ultimately find some other supplies of information to meet their information needs.

## **2.2 MEANING / DEFINITION OF USERS**

Prof. Oldman and Wills have rightly pointed out a wide gap between the users and the library. In the library and information system, the 'user' occupies the key place. In his absence one cannot think of any such system. Therefore, his/her requirement, needs and aspirations as well as demands must be fulfilled. This required a thorough study of what the users want, what they think about the library and how they felt about the total environment prevailing inside it.

It was felt that for a long time library and information professionals focused on components of information system only, this essential fact was not recognized for a long time by information scientist/ managers. The term user is complex, unclear and varied there are a number of term used as a synonym to user but in the field of library and information science it represents the seekers of information



***Figure-2.2: Library Users'***

***(Source: Google Image) \*\*\****

Library is essential in academic and research organization; library users are the key stakeholders who need information. The main objective of a library or information resource center is to collect different types of resources and satisfy users' information needs. A number of terms like 'patron', 'client', 'customer', and member' etc. are used as a synonym to user.

According to Oxford English Dictionary Users means "a person who uses or operates something. It is difficult to explain fully who the user of the library is, but an attempt was made by Michael Gorman according to him users are "Information seekers who make used of libraries." According to Kenneth Whittaker, "a user may be defined as a person who uses one or more of a library's services at least once a year." Users are the all-important factor without which an information

system loss its whole purpose. In the library operation, it is extremely important to understand who the users are, what their needs are and how those needs can be satisfied and fulfilled by the library.

### 2.3. SIGNIFICANCE OF USER'S STUDY

It is very significant to study the attitude of library users because of the following reasons;

- (i) Users are important considerations in the design of library services;
- (ii) Users have ways of doing things and these should be accommodated in the design of the library services.
- (iii) Users have ways of doing things that should be changed.

*For finding out information seeking attitudes of users the following question may be asked*

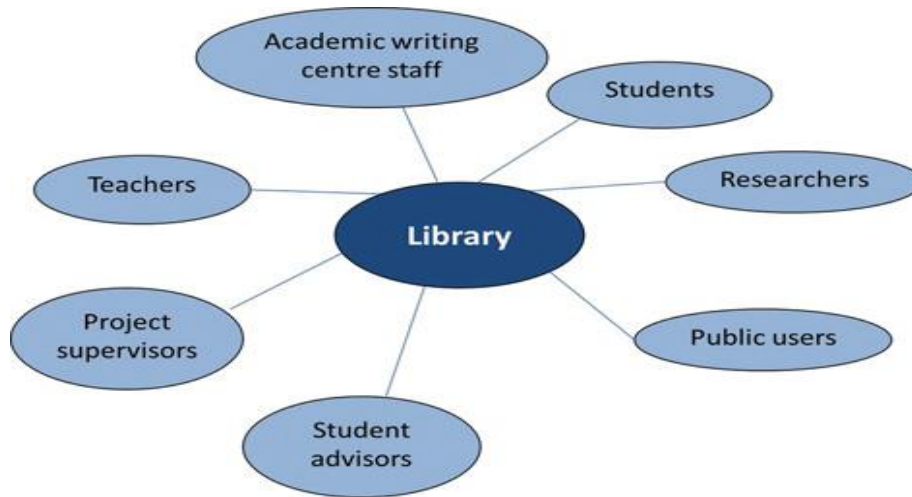
- (i) What do users required from the library, in terms of type, quality and range of services to satisfy their needs?
- (ii) What does user do about his/ her needs?
- (iii) How does the user select available resources?
- (iv) How does the user carry out a search for information?

### 2.4. TYPES OF USERS

The users are one type but libraries are different from those of another type. In a public library the users are mainly children, student's, housewives, farmers, retired persons, literates and even also researchers. In an academic library the users are students, teachers and researchers, whereas as special groups of users of whom the library is intended. From what is stated above it can be assumed that in the public libraries the users are almost heterogeneous and in academic and special libraries the users are almost homogeneous in nature. For an effective information service as an information manager, he should ascertain about the information requirements of his library users. Information users can be categorized mainly into 4 groups, on the basis of their approach to information of a library, they are:

- i) **Potential user:** One who needs information which can be provided by specific services
- ii) **The expected user:** One who is known to have the intention of using certain information services

- iii) **Actual user:** One who has actually used an information service regardless of whether he/she derived advantages from it or not
- iv) **The beneficiary user:** One who derives measurable advantages from information services



*Figure-2.3 Type of Library Users*

*(Source: <https://www.liberquarterly.eu/articles/10.18352/lq.8031/> Retrieved on 7<sup>th</sup> June, 2018)*

User groups may be divided in a number of ways. They can be divided as internal and external users. Another type of classification of user community on the basis of library service are as follows:

- (i) **General Readers:** This type of user group, for example associated with public libraries, generally use light lending materials.
- (ii) **Subject Readers:** This type of user concentrates their use of library materials on subject field they are working or specializing
- (iii) **Special Readers:** The users placed in this group are those with special needs, the result of disabilities of one kind or another physical or mental disability may be distinguished.
- (iv) **Non- Reading Users:** These are made up of sub groups who make use of library materials, but not reading materials. A user coming into the library just to borrow a video or audiocassette is the best example of non-reading user.

(v) **Non- users:** There are certain people who because of their style or other environmental problems could not become members of libraries in their vicinity and make use of the library resources. It is the duty of a librarian especially in public libraries to convert non-users or ‘on lookers’ into potential and habitual users of such libraries. There are a number of ways by which librarian can attract such users into libraries by means of extension activities or other publicity methods. The duty of a librarian is more important to convert non-users into habitual users and mould them as capable citizens just like other citizens who are engaged in social development.

## 2.5. USER NEEDS

Defining users need requires a definition of the term ‘need’. The dictionary meaning of the closely related terms like requirement, want, demand has to be analyzed in order to have a true perspective of the users need. Line (1974) has made an attempt to define ‘need’: What an individual ought to have, for his work, his research, his edification, his recreation etc. In the case of a research, a needed item of information is one that would further his research. There may be an implied value judgement in the way, the term is used. A need may or may not be identified as a want. A need is a potential demand, in the present age of information, it is felt that serving users is priorities in the best possible way, information needs and users must become the main focus of consideration.



*Figure-2.4: Type of Library Users and way to using Library Resources*

*(Source [https://slks.dk/fileadmin/publikationer/rapporter\\_oeverige/deff/the\\_future\\_research/html/chapter06.htm](https://slks.dk/fileadmin/publikationer/rapporter_oeverige/deff/the_future_research/html/chapter06.htm)  
Retrieved on 10th June, 2018)*

A user may not be aware of his/her needs. If we are to serve library users, then we must know their needs. Especially in India library users have been neglected while monitoring library and information services. The Collection, resources and services should be tailored made to meet the need of users. Knowing users need is possible only when we really understand their priorities and information needs. Being a library professionals serving and providing their needs is not enough, we have to gain their confidence, motivating them and convincing them that we the library professionals are on their sides, and our main concern have to be giving them the best service.

## **2.6. DEFINITION OF SATISFACTION**

The word ‘satisfaction’ is derived from Latin via French ‘Satisfactio(n), from satisfacere ‘satisfy, content’, a sense of ‘contentment, appeasement’ and ‘action of gratifying’ (Online etymology Dictionary)

According to Cambridge Dictionary Satisfaction means,” a pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do.” User satisfaction has been recognized as an important measure of library performance, in general user satisfaction has been defined as the degree to which the library is able to meet the demands of the user.

The most comprehensive definition of satisfaction has been offered by Kotler and Keller (2006) who define satisfaction as “person’s feeling of pleasure or disappointment which resulted from comparing a product’s perceived performance or outcome against his/ her expectations”. Applegate (1997) defines user satisfaction as whether users are satisfied or not with a service or resources in a library. If users’ needs and expectations are met, then naturally they would be satisfied because their requests have been met. The satisfaction is the state that results after a library user has favorably or positively experienced a service product. Though academic libraries like other libraries are non-profitable organizations, they should be more concerned on how to bring satisfactory services to users. Academic libraries are faced with competition due to the emergence of players such as Google scholar and other tools in the scholarly retrieval arena, as such academic libraries must constantly evaluate services to determine user satisfaction as a necessary step towards assessing the services.



## 2.7. CONCEPT OF USER SATISFACTION

The term user satisfaction synonymic-ally used as a customer satisfaction. It is a term frequently used in a library is it in Public, Academic and Special library. It is a measure of how the library and its services provided by the institution or the organization to meet user satisfaction. User satisfaction is often measured at the individual level and personal assessment that is greatly affected by user satisfaction. User satisfaction is an ambiguous and abstract concept and the actual manifestation of the state of satisfaction will vary from person to person and resources and services provided by the library or the organization. The state of satisfaction is very much depending on psychological and physical variables which correlate with satisfaction behaviors such as return and recommend rate

Griffiths et al. (2007) stated that user satisfaction is a difficult, intangible and elusive concept to define. Factors of satisfaction impacting on it need to be captured and used as a covariate. In order to examine satisfaction, we need to study the relationships held between various user and environment characteristics and satisfaction.



*Figure-2.5: Way to satisfied Users/Customers*  
(Source: Google Image) \*\*\*\*

Torres and Kline, (2006) Customer satisfaction is the individual's perception of the performance of the product or service in relation to his/her expectations. Institute of Customer Service (2007) Customer satisfaction is the feeling that a customer gets when he/she is happy with the customer service that has been provided.

In the field of library and information center, a number of terms are being used to represent user, such as clients, customers, borrowers, members, patrons, etc. But the most frequently used term in libraries is user. It specifies the context clearly and has a wide acceptability in the profession. It represents a person who uses the library for his information needs. But to define the terms library user is still not easy, as some persons may be frequent visitors of library, while some others may use the library once in many years. Some may use many of the services provided by the library, and others may use only one service. Some may visit the library while others may use the library services through messenger or telephone or other facilities. Still another category of persons may visit the library but not for using its collection or services, instead for paying personal visit to a staff member. Out of these many conditions, when we can call a person, a library user is sometimes difficult.

## **2.8. IMPORTANCE OF USER SATISFACTION IN THE LIBRARY**

Many libraries professional often felt that they are doing a great job to satisfy the information needs of the users but the questions that comes in mind is that, how would they know whether their best is the users best or not? Since the user is the ultimate judge of the library resources and services, it is essential that observation is carried out to find users satisfaction with the services that take place in the library. This is the first study in Southern Mizoram in regards to user satisfaction. The researcher aims to reveal user satisfaction which is presently available services and resources of four small college library in the area.

## **2.9. USER EDUCATION**

The term user education came from the concept of reference service. The concept of user education was discoursed by the American Library Association at its first conference held in the 19th century. According to Norman Highman (1980), there are three features of user education: firstly, helping them to use the library; secondly, help them to use the literature; thirdly, using the literature for them.



Ravi Kumar (2009) “With the changes in technology and society, goals of library user education have been changed from library instruction to information literacy and lifelong learning. In present days, libraries have developed and expanded programs to meet the changing needs of library users. Prominent among these is the library user education program”.

Education is a lifelong process. User education is to educate and teach users in the use of library resources, facilities, activities and services. The primary aim is to educate the users or to help them to make the best use of the library. When a library user comes to the library for the first time, he or she does not know about different kinds of resources, activities and services of a particular library user education helps and make the environment congenial.

So, user education may be defined as process in which users are motivated to use information resources and different kinds of library services. users need assistance and guidance in the form of instruction, initiation and to know how to use library resources and services, now a days ICT infrastructure came out it is very complicated in accessing library collections.

## **2.10. HISTORY OF USER EDUCATION**

Library instruction "began in the nineteenth century, with instruction in library use offered by a number of libraries in the United States between 1876 and 1910, and then ramped up in the early twentieth century" In a 1912 American Library Association survey, 57% of respondents offered required or elective library instruction courses.

"Academic library instruction was for the most part dormant in the library profession from the late 1930s until the early 1960s. Some librarians were still participating in classroom instruction but the literature shows little activity on the topic. Academic library instruction mushroomed during the 1960s and early 1970s. This resulted in the founding of the Library Orientation Exchange (LOEX), a non-profit, self-supporting educational clearinghouse, in the early 1970s. The first conference was held at Eastern Michigan in 1973 and has been held annually around the United States ever since. The LOEX borrowing collection consists of print materials such as one page handouts, bibliographies, and subject guides; instructional videos and audio tapes; and CD-ROMS. By 1999, LOEX had over 650 members in the United States, Canada, the Caribbean, Europe, Australia, Israel, Lebanon, and South Africa."

## **2.11. MEANING OF USER EDUCATION**

User Education/ Library instruction, also called bibliographic instruction (BI). User education and library orientation, consists of "instructional programs designed to teach library users how to locate the information they need quickly and effectively. It usually covers the library's system of organizing materials, structure of the literature in various field, research methodologies appropriate to the academic discipline, and specific resources and finding tools (library catalogue, indexes and abstracting services, bibliographic databases, etc.)" It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, and by fostering information independence and critical thinking.

As per ALA Glossary, "User education encompasses all types of activities design to teach users about library services, facilities, organization of library resources and search strategy"

According to H.N. Prasad in his book 'Information needs and users' defined user education as a process of guiding instructing users either individually or collectively so that they are able to make best use of the available resources and services of a library or information system.

According to Kawatra P.S. (1992) User education can be defined as The transfer to individual users of the techniques by which they can specify their needs and acquire, evaluate, organize and communicate information".

Mews (1972) defines this as "instruction given to help the users to make the best use of library."

According to Mishra and Phadke (1988), "User education can be defined as 'educational potential library users, jointly by the library and academic staff in successive stages to help them to make the best use of the library resources (library collection and library personnel) and acquire sophisticated knowledge in its use".

According to Wikipedia "Library instruction, also called bibliographic instruction (BI), user education and library orientation, consists of "instructional programs designed to teach library users how to locate the information they need quickly and effectively"

The main principles of user's education are not only to familiarized about all the resources and services of the library but also to teach and monitor the users so that he/she improves in skills and

capable of doing things and make the maximum use of the library resources. In simple meaning user education is introducing necessary instructions to the users so that he/she may be able to locate or search information resources provided by the library or information Centre.

## **2.12. NEED FOR USER EDUCATION**

Some of the academic libraries may be satisfied with the initiative step that they are taking with library orientation only for user education. But it is suitable to discuss that user education should not be limited only to library orientation which has little scope. There is a significance different between the term user education and library orientation. Library orientation is focus only familiarizing the user to the present library and introducing user the simple techniques of using library, whereas user education meant and concern with giving them intensive training as how to retrieve required information for a particular subject, by making full use of all the library resources and services. User education is design and meant by the library professional to teach and guide the users about the resources, the ways to locate the resources, the layout of the library, various section and their location, service offered so that he/she can take maximum benefit of the library.

Users of academic institutes mostly consists of students and teachers. In which separate plans and objectives need to be developed for teachers and students because their approach and level of information needs differ.

In every institutions user education is needed to train the students, staff and teachers and is an essential part in general education. In user education ones serve beyond formal education by providing the ability and skills in using library. Education is a continuous process and it remains even after completing formal education. User education is essential and it bridge the gap between information rich and information poor. According to Tidmarsh ,” Library skills are not acquired naturally as a by -product of students main course of study, but that some kind of systematic instructions is necessary, if he is to realize the potential of a large academic library and gain some skills in using its resources.” User education involved various user group in an academic library, the following are the main consists of user education in academic library.

- 1) Undergraduates:** In India most of the students joining undergraduate institute have no experience of using a big library either closed access or open access. When a student enters the college he/she needs assistance in learning skills and instructions of how to access the

library. It is therefore, necessary to train them adequate introduction of the library, its objective and function, use and importance in their studies. It is the duty and responsibility of the library professional to inculcate reading habits at this initial stage so that they will become regular and effective users of the future.

- 2) **Post Graduates:** Post Graduates users are somehow aware of the general instruction and techniques of the library use. In spite of all these they still need to go through some training to get to know the library, its services and resources and techniques for finding material which is available in the library. In post graduates course they are studying specialized subject because of which they need more material, more collection in terms of traditional and electronics form of material. In this matter the user's education is needed and gives training from the library professional how to access those material.
- 3) **Research Scholar:** Scholars need a specific training of user education because they are heavily use library resources and services in their research work.
- 4) **Faculty members:** Professor's perform different activities such as teaching, research work, supervision and guidance to research scholar etc. because of which user education/library instruction is needed for excel in academic.
- 5) **Supporting staff:** The community staff also needed to aware about user education towards library, because of their nature of works they have to keep themselves up- to -date in their respective areas through the extensive use of library.

### 2.13. OBJECTIVE OF USER EDUCATION

A library plays a vital role in the academic performances, the objectives of any library need to frame and established, user education is also one of the important function of a library. The following are the essential objectives of user education.

- To emphasize the significance of library behavior
- To motivate good membership through respect for library rules and proper care of library materials and equipment.
- To explain how to locate materials and encourage in doing research
- To stimulate creativity in sharing
- To help users to become skillful in searching library materials and resources
- To guide users in tracing self-directed learning

- To educate users to make effective use of the resources and services of the library
- To develop user's skills in finding
- To identify and locate bibliographic references
- To encourage a sense of enjoyment in finding information
- To give awareness of the library usage, its content, procedures and services etc.

## 2.14. COMPONENTS OF USERS EDUCATION

There are four components of user education

- 1) **User Orientation:** 'To orient' means to familiarize a user with the atmosphere, circumstances, facts, etc. It means that the user should get themselves involved and acquainted with the library environment. Its services, resources, collection and physical location in the library, the tools that provide access to the collection and other services rendered by the library. Orientation is ways and means of introducing user to the general techniques of library, facilities, usage, and services of a particular library.
- 2) **Bibliographic Instruction:** Bibliographic instruction is not only orienting users, but giving instruction and organizing training/workshop for the users on the use of information sources like Documentary sources, Multimedia, institutional and individual expertise, bibliographic tools etc. Such program is organized in a longer duration depending on the depth and intensity of the workshop/training program.
- 3) **Information Search Skills:** Every library especially academic library in particular library user has to be given proper knowledge and training on how to search online network and internet, due to the advancement in search techniques, there are a number of search engines like simple search, Boolean search, truncated search, proximity search etc. searching skills is essential to make the best use of it.

## 2.15. METHOD OF USER EDUCATION

There are a number of method for imparting user education, the methods apply according to its suitability. The significance methods of user education are as follows

- 1) **Guided Tour:** This method is one of the most common method introduced in libraries to familiarize new users. To have this guided tour the users should be well informed about the

date and timing so that the users are available for active participation. Particularly in academic library guided tours are organized in which usually the new users are divided into small groups and taken around by the library professionals to different section of the library. So the new users are exploring to the library layout, organization, resources, collection and services rendered by the library.

- 2) **Lecture:** Lecture method implies organizing formal lectures by the librarian/library professional in the library or in a class room outside library. The libraries can also frame course structures for such formal lectures. While having lecture a group of user can interact with each other about library services and resources. Libraries of different types can organize such kind of lectures for giving helping hand to their users.
- 3) **Seminar/Tutorial:** In seminar or tutorial more opportunities coming up for interaction and discussion individually which is considered to be one of the best method of user education.
- 4) **Demonstrations:** Demonstration method is all about a show, display or the act of presenting an information to sight or view. It is a presentation with an example or experiment on a particular topic or area. Here demonstration could be in online or manual demonstration. Demonstration method helps the user to learn and understand the functioning of the library. For instance, the library can organize demonstration on how to use ICT tools e.g. e-journal, OPAC etc.
- 5) **Audio- Visuals:** Audio-visuals is one of the effective method of user education it involves Video tape, Films, Printed guides, Practical exercise/ workbook, Programed instructions, E-learning, computer assisted instruction etc.

## **2.16. USER STUDY**

### **2.16.1. Genesis of User Studies**

An early user study in the field was conducted in the late 1930's by Louis R. Wilson. The study was an attempt to investigate the distribution and status of libraries in the United States. The progress of user studies can be traced back to Royal Society's conference on scientific information in 1948 in London and the Washington conference of 1958. A study entitled 'pilot study on the use of scientific literature of scientists' conducted by Ralph R Shaw is considered another pioneer study in this direction (Prasad H.N. 2012)

### **2.16.2. User Studies in India**

User studies is a one of the important and leading area of research in LIS field and many study has been conducted in this area in all over the country and several conference and seminars were organized by universities and professional's bodies in last five decades all over the country. IASLIC (Indian Association of Special Libraries and Information Centre) organized its second Seminar on "Users and Library and Information Service" in the year 1962 at Punjab University Chandīgarh. In India this Seminar made the library professionals to think about 'Users studies'. Though most of the papers are based on the opinion of personal expression and experience few of them were conducted actual surveys on user studies like Survey of Botanists in Kolkata and CFTRI, (Central Food Technological Research Institute), Mysore. White (1965) conducted a survey of the University of Delhi Library on the request of the University. Krishan Kumar (1968) conducted a survey concerning teachers and research scholars in the Department of Chemistry, University of Delhi.

### **2.16.3. Meaning of User Studies**

In simple term, 'user study' means a study of the users of information. It deals with the kind of information required by the user, the ways and means used for searching for the required information, the use of the information obtained, the use of the information, the flow of the information and the relationship of studies. 'User study' is the systematic examination of the characteristics and behavior of the users of the systems and services.

Therefore 'user studies' is studying information- processing activities of the users. It is also known as the empirical studies of the need or demand for information is called user studies. According to Kumar P.S.G. in his book 'Library and users: Theory and practice' a study which is focused on users to understand directly or indirectly their information needs, use behavior and use pattern is usually called a user study. (Kumar PSG 2004)

According to H.N. Prasad - "User study is the systematic examination of the characteristic and behavior of the users of the system and services. The user study is directly linked with the effectiveness (performance) of library and information services as they aim at satisfaction of user needs. The key concepts in the user studies are 'information needs' and 'information seeking behavior'. User study basically concern with studying information processing activities of users. Its focuses on users to measure their information needs, use pattern and use behavior.

#### **2.16.4. Why Users Studies**

Users studies is needed for different reasons, the following are some of the main reasons for conducting user's studies:

- 1) To identify the strength and weakness of library resources and services.
- 2) To ascertain the levels and kinds of users' needs
- 3) To identify teachers and student's priorities for library resources and services
- 4) To identify the challenges which seems to discourage the use of library etc?

#### **2.16.5. Types of User study**

User's studies are classified into four categories:

(i) Behavior studies

(ii) Use studies

(iii) Information flow studies

(iv) Nature of information need: The nature of information need is further divided into four groups:

(a) Current approach (b) Every day approach (c) Exhaustive approach (d) Catching up or brushing up approach

#### **2.16.6. Purpose of User Studies**

The purpose of user study is to

- Study patterns of library, use and ascertain gaps in use
- Make book selection systematic
- Evaluate the resources
- Introduce / render documentation and information services
- Develop resource sharing with the other libraries.

#### **2.16.7. Scope and Objective of User Studies**

The aim of user study is to develop dynamic interference between the system and the user. Hence the scope of user study is quite wide and ever increasing in its measurement i.e. new dimension are



being added to it. Thus, important aspects of user study are Information needs, Information seeking behavior, and Reading habits of the users.

It has often been said that information scientist and library professionals neglected one of the most essential components of a library, that is the user. Earlier it was felt that library were more concern and focus on documents and its collections, it is true to certain extent that library is ultimately meant to satisfy the information needs of the user. It has been realized in the present day that the user is an essential component of information Centre or library. Father of Indian Library and Information Science Dr. S.R. Ranganathan had recognized long ago and emphasize users in his Five Laws of Library science saying that Books are for use, every reader his/her book, every book its reader and Save the time of reader etc. According to Kumar P.S.G. “The main task of the Information Centre is to monitor published information and bring this to the notice of its users, it has two other functions to perform, they are firstly, preservation of information, and secondly, the liaison function. The latter is the need to think of its users as individual information seekers so as to provide the required feedback to orient the services of the system according to users need”. Therefore, user’s studies are essential in the system of library and considered functional component of a very well organized library or information Centre. According to Sangameswaran and Gopinath the objectives of user studies are:

- (i) Identify the potential users and categories of them
- (ii) Identify information requirements-category wise by the class of information needed, the level and type of communication media etc.
- (iii) Identify the existing resources and services so that comprehensiveness of information can be achieved without unnecessary duplication of efforts and finance.
- (iv) Evaluate the various existing services in respect of their utility to users to effect suitable modifications and introduce new services wherever necessary.
- (v) Achieve overall improvements in information systems from feedback obtained as above.

## **2.17. CONCLUSION**

The library users' satisfaction plays a vital role for the progress and provisions of the library. The potential users' feedback concerning the library resources, services and facilities should be considered for providing essential resources and services in the library. Higher education departments need to measure users' satisfaction to maintain the quality in all the activities of the library. Similarly, to measure library user satisfaction, user studies, user need and user education is also one of the essential aspects in the library and have a very vital role in academic institutions, without which the movements of library would not be smooth and effective. Therefore, more emphasis should be given on user study in colleges and college librarians should organized users study in their library to know about their users, users' needs and demands, opinions about collection and services and suggestions for future improvement and it will also help them to focus more on the users' satisfaction. Chinese proverb says: "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." Similarly, if we train users, how to access, locate, and retrieve information, indeed we will have helped him for a lifetime. Thus, the study was undertaken to identify the major impact factors of the services and facilities provided by the academic library

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### 3.1 INTRODUCTION

In the present century, institutions of higher education hold one of the most essential roles in shaping, moulding present and future of our society. The higher education aspires to uphold the national policies on higher learning which is to train and prepare the young minds to meet contemporary challenges. The higher education is meant to impart quality education and to facilitate all- round development of students. Rabindranath Tagore rightly said, “The higher education is that which does not merely give us information, but makes life in harmony with all existence”. The present study is confined in Higher Education of Lunglei District Colleges.



*Figure- 3.1. Lunglei Town (Source: Google Image) \*\*\*\*\**



*Figure-3.2. Lunglei District Map (Source: Google Image) \*\*\*\*\**

Lunglei district is the largest district in Mizoram in terms of areas, and is bounded on the north by Mamit and Serchhip districts, on the south by Lawngtlai and Saiha districts, on the east by Myanmar and on the west by Bangladesh. It has an area of 4,538 Sq.kms with a population of 1, 54,094 (2011 census) and 186 villages. The district has a population density of 36 inhabitants per Sq.Kms. Its population growth rate over the decade 2001-2011 was (17.64%) and a literacy rate of (88.86%). There are three civil sub-divisions namely-Lunglei sadar sub-division, Tlabung and Hnahthial civil sub-divisions. The district is also divided into four rural development blocks – Lunglei, Hnahthial, Lungsen and Bonghmun. In Lunglei district there are four major educational institutions of higher learning, the following are the four colleges located in Lunglei district.

1. Lunglei Government College, Lunglei
2. Government J. Buana College, Lunglei
3. Government Hnahthial College, Hnahthial
4. Higher and Technical Institute Mizoram (HATIM), Lunglei.

### **3.2 LUNGLEI GOVERNMENT COLLEGE LIBRARY (LGC)**

Lunglei Government College is located in Lunglei which has a population of 60000. The total area of the campus is approximately 9.9 acres of land in the heart of the town bearing land lease No. DLP 25 of 1998. The College is the Biggest College in town and is Graded B++ by NAAC in 2017. Lunglei Government College, a premier institution of higher learning of repute in Mizoram, was established in 1964 as Lunglei College by a group of social workers and public figures to cater to the need of the public in facilitating higher education in the state. Lunglei College became the first college to establish in the southern part of Mizoram and the second in the whole state. It was provincialized by the government of Mizoram in the year 1976 and hence became Lunglei Government College.

The college is situated in the heart of the picturesque town of Lunglei and is easily accessible from all part of the town. Following its inception, the college was first affiliated to the then Guwahati University, which was then passed on to the NEHU in 1973. Permanent affiliation to the college to NEHU since 1987 was passed on to Mizoram University in 2001, the year of establishment of the university.

There are two streams in the college Arts and Science stream, there are eight departments in arts streams namely English, Mizo, Education, History, Economics, Political Science, Philosophy, Geography. Science stream offered six departments namely Physics, Chemistry, Mathematics, Botany, Zoology, Geology.





*Figure-3.3. Lunglei Government College Building.*



*Figure-3.4: Lunglei Government College Ground.*



*Figure-3.5: Library periodical Section*



*Figure-3.6: Library Reference Section*



*Figure-3.7: Library stack room*



### **3.3 LIBRARY RESOURCES AND SERVICES**

Lunglei Government College is the oldest college in Mizoram and the biggest library in Lunglei District Colleges covering 187 sq. mts. with 60 seating capacity. The library is located into the heart of the institution, there is no separate building for library and its occupied in the second floor of the arts academic block. The library occupied four rooms, two rooms are occupied for reception area, stack room and the same is used for circulation, reading place and reprographic section. The other two rooms occupied for reference section, periodical, librarian room and UGC-NRC (University Grand Commission- Network Resource Centre) for browsing e- resources. Presently, the library is looking after by four supporting staff, Librarian, two professional assistant (Contract) and one Library attendant. The library has total collection of 14881 volumes and out of which 1749 Reference, 1685 Generalities, 11412 Text book and 35 bound volumes. The total number of periodical subscribed is 18. All the documents are classified by using 23<sup>rd</sup> edition DDC Classification scheme. E- resources play an important role in the library, Lunglei Government college is also provided E- Resources for its users. The UGC- NRC is equipped with seven computer system, one printer, and internet connectivity with band width speed of 2mbps. The library provided N-LIST e-journal accessibility with free download. To measured security and safety the library also installed three CCTV's camera surveillance. Every year library orientation programme is conducted to newly admitted students to get to know the functioning of library and its rules and regulation. To familiarize the users with the environment of the library and to know themselves and acquainted with the environment, its collection and their physical location.

There is a proper functioning of library committee to provide a general direction, academic support and guidance of library. The library committee decides on matters of current operations and strategies. The role of the committee includes rectifying the policies of library with respect to procurement of books, journals, e- resources etc. The composition of the library committee Principal (Chairman) Librarian (Ex-Officio Secretary) Vice- Principal and Representative of every department nominated by the Principal.

For book selection procedure the department concern prepares the list of its requirement in departmental meeting, the list and expected cost is communicated to the principal. The principal holds the meeting of purchase board to deliberate over the list of requirement and availability of fund. The concern department and library committee are communicated of its decision and asked

to initiate the purchase process. The department concern and library committee decide where to place an order, once decided the library committee place the order with the book supplier and publisher. When the books arrived the same is verified by the librarian and the same is communicated to the principal. All the payments were made by the principal and call the meeting of the purchase board and apprise them of the progress. The librarian kept the records of all the books, journals, magazine etc. and also performs the technical classification of all materials. There are six major services provided in the library namely:

### **3.3.1 Circulation Service**

The library is fully automated by using latest version of SOUL 2.0. The main characteristic and nature of circulation service in the library is issue and return of books. This circulation desk service is the main user's service point. In this service students can borrow 4 books at a time and faculty are given a privilege to borrow 10 books at a time.

### **3.3.2 Reference Service**

Library reference service is one of the essential service in the library. Reference collection like Books and student project works, dictionaries are made available for reference only and also the library has little collection certain information, such as Dictionaries, Encyclopedia, Year Book etc.

### **3.3.3 Reprographic Service**

Reprographic service is also another important service in the library, the library provided photocopy facilities for its user in a cheaper rate.

### **3.3.4 New Arrival Displays**

One of the services provided by the library is display of new arrival books/ journals etc. for the library users that they may be aware of the new arrivals.

### **3.3.5. Internet Service**

The library provided internet facilities to its users, this is one of the most significance service rendered to the library users where they can access a large number of database instantly.

### **3.3.6. UGC-NRC (University Grant Commission- Network Resource Centre)**

The college library established UGC- Network Resource Centre, one of the most important service in the college library where students and teachers can access multimedia material in teaching and learning purpose.

### **3.4. GOVERNMENT J. BUANA COLLEGE LIBRARY (GJBC)**

Lunglei Night College was established in 1983 by the meeting of some prominent citizens of Lunglei town, under the chairmanship of Pu V.Thangzama, the then Deputy Commissioner of Lunglei District. The main purpose for establishing the college was to provide higher education to young people employed elsewhere and to the poorer sections of the people who could not afford to attend Day College. The institution was then run with funds raised by means of collecting donations from the public, organizing charity shows and by collecting fees from the students. The name of the college was changed in 1987 to J. Buana College after Shri J.Buana (Padma Shree awardee for Social Works) who donated a handsome amount of Rupees Two Lakhs to the college.

The College was upgraded to a deficit status in 1991 and was provincialized by the Government of Mizoram on 11<sup>th</sup> October 2007. As notified by the government, the name of the college was again changed to Government J. Buana College in 2007. The college is permanently affiliated to Mizoram University vide order No. MZU/CDC/32/2002 Of 27th July 2006 and is 2(f) and 12(b) under University Grand Commission

The College is an Under Graduate Arts College and is currently offering core courses in English, Mizo, History, Political Science, Economics, Education, Public Administration and Geography.



*Figure- 3.8: Government J. Buana College Building*



*Figure-3.9: Library Stack Room*



*Figure-3.10: Circulation Section*



*Figure-3.11: Library Stack Room*



*Figure-3.12: Library Reading Room*

### **3.5. LIBRARY RESOURCES AND SERVICES**

The college library occupied in the third floor of the administrative building, there are three rooms in which book stack, circulation, reading room, reference section and UGC- Network Resource Centre are accommodated in the floor. There is a Library Advisory Committee under the chairmanship of the Principal and the Librarian comprising of 10 member's representative from each department. The College Library is furnished with a number of collection of books, with the total collection of 6750 out of which 5350 Text Books, 1055 Reference Books and 345 General books etc. The library also subscribed 3 journals and 4 local daily newspapers. The library followed DDC classification scheme for classifying all documents and also the library is fully automated by using SOUL 2.0 database. Library Orientation programme is conducted every year to get to know the rules and regulations of the library, how to locate documents and all resources. The library is provided reading space for users with the reading capacity of 50 seats. The library is open from 9:00am- 5:00pm every day in all weekdays accept in Government holidays, Sunday and Saturday.

In the college library UGC-NRC is also available for browsing e-resources and also installed recently CCTVs to measure security and safety of the library.

There is also a Library Committee which conducts meetings from time to time for the proper functioning of the college library under the chairmanship of the principal and 9 members from each department representative. The Sub-Committee is responsible to equip and furnish the college library in all possible aspects so as to enable the students and staff to derive its maximum utilization. The major library services in Government J. Buana College library is divided into five categories namely:

### **3.5.1 Circulation Service**

Since the library is open access to its users, circulation service is one of the essential services in the library. The library is automated and all the house-keeping operation is fully computerized. Barcoding system of books was done and that's made all charging and discharging of books easier.

### **3.5.2 Reference Service**

Reference service is one of the essential service in the library, rare books, compilation of old question papers, dictionaries, year book, encyclopedia etc. are collected for reference purpose.

### **3.5.3 Reprographic Service**

Reprographic Service play an important role in the library where Photocopy/ Printing facilities have been doing in the library with a subsidized rate for the library members.

### **3.5.4. Internet Service**

One of the essential service provided by the library is Internet Service to its users, that's helps in meeting the information requirements of the users in a timely manner.

### **3.5.5. UGC- Network Resource Centre**

The College library established UGC- Network Resource Centre for its members, the service provided great information source to the academic and research community and also a great information tool to the library and information centers to supplement their information needs and support to the user. This is a center that all the members can access unlimited e- resources for their academic pursuits and endeavors.



### 3.6. GOVERNMENT HNAHTHIAL COLLEGE (GHC)

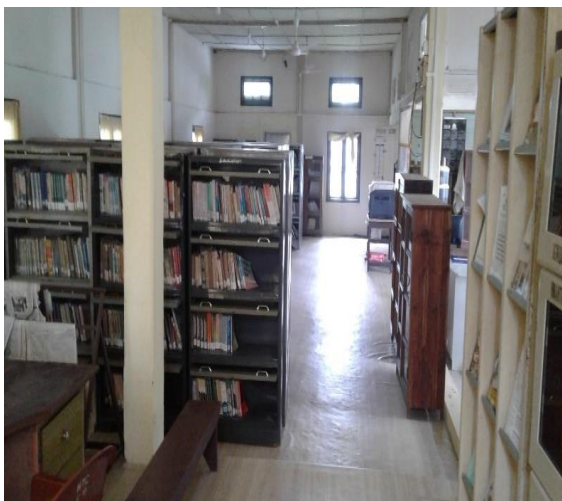
Government Hnahthial College is located in the southern region of Mizoram. The town is 200Kms. from Aizawl and 65 Kms. from the District Headquarters Lunglei. In the absence of Higher Education in Hnahthial, the college was started in 1979. The college is conveniently located at the North tip of Hnahthial Town, in an exotic hill slope with varieties of evergreen fruit-bearing trees, flowering plants and bamboos. The college founded by the Hnahthial populace initially aims at catering to the needs of the rural poor who cannot afford to send their children outside for higher studies and those of the working people who cannot go to the college as a day scholar.

However, with the assistance of Government of Mizoram it was provincialized in 1981 as became fully fledged college under the Mizoram University. The college was given permission to open classes up to Pre- University level on 10th August 1981 by the Government of Mizoram and was upgraded to the deficit-in - Aid status with effect from 1st July 1988. The North Eastern Hill University granted an affiliation for both Pre- University and Degree Courses respectively on 19th November 1982 and 6th March 1987. The college has been granted permanent affiliation in 2005 and also been recognized by UGC on 17th November 2006 under 2(f) and 12 (b) of the UGC Act.

Currently, the College offers three-year Degree courses, in seven subject such as Mizo, History, Political Science, Education, Geography, English and Economics.



*Figure-3.13: Government Hnahthial College Library Building*



*Figure-3.14: Library Stack Room*



*Figure-3.15: Library Circulation Counter*

### **3.7. LIBRARY RESOURCES AND SERVICES**

Library is the nucleus of any institution and it is considered to be a store- house of knowledge. The present library building established in 2007, constructed under M.P. LADS (R.S). The College provided separate building for the library which is located inside the campus in a hillock, surrounded by student's park and fruit bearing trees. The present library building is constructed in a traditional form of construction, but very shortly they are going to shift to a new building which is newly constructed under Rashtriya Uchchatar Shiksha Abhiyan (RUSA). Library is under process of automation by using SOUL 2.0 which is the latest edition, data entry has been completed, the major challenges that is faced by the library is that, till now provision is not made for internet connectivity. The library has total collection of 8400 out of which 6400 textbooks, 1700 General books, 200 Reference and 100 bound volumes. The library also subscribed 13 periodicals and followed open access. All the books were classified by using DDC Classification scheme. The library committee also properly formed and from time to time the meeting also conducted under the chairmanship of Principal. There are three library supporting staff (Librarian, Library assistant and Library attendant). The library provided separate small reading room for library users with seating capacity of 15 users. It is also provided a very spacious separate room for teachers for their research work. In the library suggestion/ complain box also available to know more about user voice for feedback. The library maintained visitor register, in which all the library users are enter their name and designation in their visitation of the library. One of the remarkable activities that are practice in the library is that every year '**Best User Award**' is distributed to teachers and students. This award is

meant to motivate and inspire the users and distributed to the most frequently visit of the library. The Following services are provided in Hnahthial Government College library.

### **3.7.1 Circulation Service**

The library circulation service is maintaining with traditional form of housekeeping operation by using library card. The students are given a privilege of borrowing four books at a time, fine has been imposed after due date at the rate of one rupee per book per day. Faculty are given a privilege of borrowing ten books for one month.

### **3.7.2 Reference Service**

Library reference service is one of the significance service in the library. Reference collection like textbooks and student project works are made available for reference only and also college library has little collection on information, such as dictionaries, Encyclopedia Britannica, Year book etc. Questions bank also provided for the students and teachers for their further used.

### **3.7.3 Reprographic Service**

Reprographic service plays an important role in the transmission of knowledge in the library resources and services. The library also provides photocopy facilities for the students, staff, and faculty at a subsidized rate.

## **3.8. HIGHER AND TECHNICAL INSTITUTE, MIZORAM LIBRARY (HATIM)**

The Higher and Technical Institute, Mizoram (HATIM) was established by the Society of Higher and Technical Studies dedicated the Institute on 22nd June 2007. It is established under the aegis of the Baptist Church of Mizoram (BCM) and is privately managed by the BCM. The college is the first “Christian Residential Co-ed Institute in Mizoram.”

HATIM is located at Chanmari, in the heart of Lunglei in the Southern part of Mizoram. It is approximately 165 km by road from the capital city of Aizawl. The Campus is located on the top of a Hill, primarily in a residential area, with a small business establishment and few government offices surrounding it. The total area of the campus is approximately 2000sq.m. The main building of HATIM is located towards the southern end of the campus and the remaining space is a front yard approximately the size of tennis court. The building occupies the top five floor of the BCM Gospel Centenary Building.



The Institute is permanently affiliated to Mizoram University vide College Resolution No.EC:39:5(25)/(b) File No. MZU/CDC/1/28/14/1059 Dated 23rd July 2014. The institute has been included in the list of colleges under Section 2(f) & 12(B) Categories of the UGC Act,1956 as confirmed by the UGC vide Letter No: F. No. 8-610/2014 (CPP-I/C) dated the 17<sup>th</sup> August 2016. The following Degree Courses are offered in the Institute in accordance with the regulations of Mizoram University:

- 1) Bachelor of Commerce
- 2) Bachelor of Social Work
- 3) Bachelor of Computer Applications
- 4) Bachelor of Arts (English Core)
- 5) Philosophy (Elective)
- 6) History (Elective)



**Figure-3.16. HATIM Main Campus, Pukpui**



**Figure-3.17: Library Circulation Section**



**Figure-3.18: Stack Room**



**Figure-3.19: Periodical Section**



**Figure-3.20: HATIM Building, Town Campus**

### **3.9. LIBRARY RESOURCES AND SERVICES**

HATIM library established in 2007 since its inception, they have started with a very humble beginning with only the collection of 120 books. But library is a growing organism, after three years the building vertical extension has been completed and the library also shifted into a larger and spacious room. HATIM Library used SOUL (Software for University Library) for Library automation since 2014. Software for Universities Libraries (SOUL) is a state-of-the-art integrated library management software designed and developed by INFLIBNET center based on requirement of college and university libraries. It is a user-friendly software developed to work under client server environment. HATIM library also used the latest version of SOUL 2.0 as a major feature and functionalities of the Library. Presently, the library has total collection of 9155, out of which 7200 are textbook, 600 Reference, 1300 General and 55 Bound volume the library also subscribed 6 Peer-Review Journal, 35 subject oriented magazines and 6 Daily newspaper including 4 National

Newspaper. All the documents are classified by using 23<sup>rd</sup> edition of DDC. Library made a provision for faculty/staff lounge with seating capacity of 6 furnished with sofa chair. In library reading room, the library provided 50 (fifty) seating capacity for its users.

Student orientation program is one of the activities in HATIM Library. Every year this program is conducted for newly admitted students to get to know more about the library rules and regulation, to familiarize the users with the environment of the library. With this program the new students became acquainted with the environment of the library, its collection and physical location of books. Libraries are a vital asset to any institution, safety and security is also another facility in the library. The HATIM library also provides two surveillance security cameras for the sake of security y and safety. The library also used biometric enrollment system for visitor to save the time of the user. This is a system of recording user's attendance using fingerprint identification. The following are the services provided by the library.

### **3.9.1 Circulation Service**

The main characteristic and nature of circulation service in HATIM Library are charging and discharging of books. This Circulation Desk Service is the main user's service point. In this service students can borrow 5 books at a time for 15 days and a fine is imposed for late submission of books at Rs. 2/- per books per day. Faculty are given a privilege to borrow 10 books at a time for 30 days, a fine of overdue is imposed same as with students.

### **3.9.2 Reprographics Service**

HATIM Library reprographic service plays vital and important role in the transmission of knowledge in the library resources and services. Photocopying of the information is the main work of the reprographic unit. Photocopying, binding, printing and scanning facilities are available in the library. Photocopy and printing charges are taken from the students, staff, and faculty at a subsidized rate.

### **3.9.3 Reference Service**

Library reference service is also one of the significance services in the library. Reference collection like Books and student project works are made available for reference only and also HATIM library

have little collection that contained useful facts and information, such as Dictionaries, Encyclopedia Britannica, Year Book etc.

#### **3.9.4 Special Collection**

HATIM library newly introduced special collection, in which some specialized documents are collected for the students that they could venture out in the outside world for sharpening and shaping themselves and engaged in competitive world in which they have collected latest current affairs, difference subject material for UPSC, MPSC and Bank POs examinations etc.

#### **3.9.5. New Arrival Displays**

The library has possessed one new arrivals display wooden stands for new books at new arrivals section in the room entrance. This is very useful service in the library because users could make it out the new arrival of books/ journals etc.

#### **3.9.6. Internet Service**

HATIM College library provided Internet Service for its users, this is one of the most important service which the library provides where the students and teachers can browse the internet for collecting their information needs.

### **3.10. CONCLUSION**

Library is one of the resources which are essential to support and strengthen the educational quality. Libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process. Library resources continue to play an important role in the education program in sustaining the diverse forms of cultural expressions. Libraries acquire process, organize and preserve materials, which depict the way of life and experiences from others.

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\*\*\*\*\* [https://lh3.googleusercontent.com/\\_dLNqYYyIydb6Qk0maZqRs95asor9NclOAKrBx\\_a-WnGKZD9z\\_GfMODhgD5K8RD9Lnx6w=s166](https://lh3.googleusercontent.com/_dLNqYYyIydb6Qk0maZqRs95asor9NclOAKrBx_a-WnGKZD9z_GfMODhgD5K8RD9Lnx6w=s166) Retrieved on 19th May, 2018

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## **4.1 INTRODUCTION**

The aim of the study was to evaluate the resources and services which the library provides and finds out if the users are satisfied with the resources and services. In this chapter the surveyed data are tabulated and interpreted for evaluation of use and user satisfaction with library resources and services by teachers and students of Lunglei District College Libraries. The analysis is done on various evaluation criteria like: satisfaction of Library resources and services, purpose of library visits, frequency of library visits, preferred documents, etc. On the basis of this analysis and interpretation, the findings of study are drawn.

## **4.2 DATA ANALYSIS:**

### **4.2.1. Frequency Distribution of Gender-wise Respondents.**

The gender analysis is an important segment of any research of social sciences to ensure the gender representation covered under the study. Table 4.1 shows the gender wise representation of respondents of this study and it is revealed that overall total gender distribution was almost same but majority of the respondents under study were male 131 (55%) whereas, female respondents were 109 (45%). Further in category wise distribution of respondents, again male are in leading position in teaching category with 49 (61%) male and 31 (39%) female respondents while in student's category, distribution is nearly equal with 82 (51%) male and 78 (49%) female respondents.

In college wise gender distribution of respondents among the teacher, highest male respondents are from Government Hnahthial College (GHC) with 14 (70%) followed by HATIM with 13 (65%) male respondents while GJBC has the highest female respondents with 10 (50%), followed by LGC with 8 (40%) female respondents in this study. In student, highest male respondents are from HATIM with 28 (70%) followed by GJBC with 20 (50%), while Lunglei Government College and Hnahthial Government College has highest female respondents 23 (58%).

**Table-4.1: Gender-wise Distribution**

Category of Respondent	Colleges	Gender-wise Distribution		
		Male (%)	Female (%)	Total
TEACHERS	HATIM	13 (65%)	7 (35%)	20
	LGC	12 (60%)	8 (40%)	20
	GJBC	10 (50%)	10 (50%)	20
	GHC	14 (70%)	6 (30%)	20
	<b>Total</b>	<b>49 (61%)</b>	<b>31 (39%)</b>	<b>80</b>
STUDENTS	HATIM	28 (70%)	12 (30%)	40
	LGC	17 (43%)	23 (58%)	40
	GJBC	20 (50%)	20 (50%)	40
	GHC	17 (43%)	23 (58%)	40
	<b>Total</b>	<b>82 (51%)</b>	<b>78 (49%)</b>	<b>160</b>
TOTAL	HATIM	41 (68%)	19 (32%)	60
	LGC	29 (48%)	31 (52%)	60
	GJBC	30 (50%)	30 (50%)	60
	GHC	31 (52%)	29 (48%)	60
	<b>Total</b>	<b>131 (55%)</b>	<b>109 (45%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.2 Frequency of Library Visits

Frequency of library visit is an important indicator of its relative significance about usage of library collections and services and it is directly associated with library users' satisfaction. Thus an attempt made to know how frequently the respondents visited library and was provided five categories ranging from daily, three times in a week, weekly, monthly and occasionally and respondents' response depicted in Table 4.2 and revealed that in overall frequency of library visits under study were very poor and only 70 (29%) respondents as a whole visited library every day, 63 (26.3%) respondents visited their respective college library thrice in a week and 61 (25.4%) respondents visited library weekly while 43 (18%) respondents were visited occasionally.

In college wise analysis, majority of respondents of HATIM college 31 (52%) comprising 13 (65%) teachers and 18 (45%) students visited library daily and 14 (23%) respondents comprising 3 (15%)

teachers and 11 (27%) students visited library thrice in week. In Lunglei Government College, majority of respondents 19 (32%) comprising 6 (30%) teachers and 13 (32%) students visited library weekly and only 15 (25%) respondents comprising 3 (15%) teachers and 12 (30%) students visited library daily. In Government J. Buana College, majority of respondents 45 (42%) comprising 6 (30%) teachers and 19 (47.5%) students visited library thrice in a week and only 12 (20%) respondents comprising 1 (5%) teachers and 11 (27.5%) students visited library daily and nearly majority of teachers 9 (45%) and students 3 (7.5%) occasionally visited library, while in Government Hnahthial College (GHC), majority of respondents (42%) comprising 9 (45%) teachers and 16 (40%) students visited library weekly and 12 (20%) respondents comprising 5 (25%) teachers and 7 (17.5%) students visited library daily.

**Table -4.2: Frequency of Library Visit by Respondent**

Category of Respondents	Colleges	Daily	3 times in a week	Weekly	Monthly	Occasionally	Total
TEACHERS	HATIM	13(65%)	3 (15%)	3 (15%)	-	1 (5%)	20
	LGC	3 (15%)	3 (15%)	6 (30%)	2 (10%)	6 (30%)	20
	GJBC	1 (5%)	6 (30%)	4 (20%)	-	9 (45%)	20
	GHC	5 (25%)	6 (30%)	9 (45%)	-	-	20
	<b>Total</b>	<b>22 (27.5%)</b>	<b>18 (22.5%)</b>	<b>22 (27.5%)</b>	<b>2 (2.5%)</b>	<b>16 (20%)</b>	<b>80</b>
STUDENTS	HATIM	18 (45%)	11 (27.5%)	3 (7.5%)	-	8 (20%)	40
	LGC	12 (30%)	10 (25%)	13 (32.5%)	-	5 (12.5%)	40
	GJBC	11 (27%)	19 (47.5%)	7 (17.5%)	-	3 (7.5%)	40
	GHC	7 (17.5%)	5 (12.5%)	16 (40%)	1 (2.5%)	11 (27.5%)	40
	<b>Total</b>	<b>48 (30%)</b>	<b>45 (28%)</b>	<b>39 (24%)</b>	<b>1 (0.6%)</b>	<b>27 (17%)</b>	<b>160</b>
TOTAL	HATIM	31 (52%)	14 (23%)	6 (10%)	-	9 (15%)	60
	LGC	15 (25%)	13 (22%)	19 (32%)	2 (3%)	11 (18%)	60
	GJBC	12 (20%)	25 (42%)	11 (18%)	-	12 (20%)	60
	GHC	12 (20%)	11 (18%)	25 (42%)	1 (1%)	11 (18%)	60
	<b>Total</b>	<b>70 (29%)</b>	<b>63 (26%)</b>	<b>61 (25%)</b>	<b>3 (1%)</b>	<b>43 (18%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*



In category wise analysis of respondents, it was found that 27.5% of total teachers visited library daily, 22.5% teachers visited trice in a week and 20% of teachers visited library occasionally, while in student's respondents, 30% students visited library daily, 28% students visited library trice in a week and about 17% students visited library occasionally.

#### **4.2.3 Purpose of Library Visit**

The library users visit library for different academic purpose and it differ from users to users. Information about purpose of library visit will help the librarians to re-design their collection development and services and provide necessary reading materials. The respondents were asked their purpose to visit library on the basis of eight parameters and responses are presented in Table-4.3. The analysis resolved majority of respondents (65%) visited library for book circulation (borrowing/return) followed by study purpose (59%), update their knowledge (40%) and reading journal/newspapers (35%) while 23% respondents visited library to do assignments, and 18% respondents visited library for photocopy purpose. Only 5% respondents reported that they are visiting library for research purpose. Further, it is observed that only 4% respondents visited library for recreation purpose.

In college wise analysis of respondents, it is observed that the main purpose to visit library by HATIM College respondents were borrowing books (85%), study (72%), reading Newspapers/journal (67%) and updating their knowledge is (65%). The purpose of library visit of Lunglei Government College respondents are study (53%), borrow books (45%), update knowledge (23%) and to do assignment (22%), while in Government J. Buana College, respondents visited library to borrow books (62%), to study (38%), update knowledge (33%) and to do assignment (32%). And Government Hnahthial College respondents visited library for study (73%), to borrow books (67%) reading newspaper/journal (40%) and update knowledge (37%).

**Table-4.3: Purpose of Library Visit***(Respondents are given more than one option)*

	<b>HATIM</b>		<b>LGC</b>		<b>GJBC</b>		<b>GHC</b>		<b>Total</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Study	43 (72%)	17 (28%)	32 (53%)	28 (47%)	23 (38%)	37 (62%)	44 (73%)	16 (27%)	142 (59%)	98 (41%)
Reading Newspaper /Journal	40 (67%)	20 (33%)	9 (15%)	51 (85%)	12 (20%)	48 (80%)	24 (40%)	36 (60%)	85 (35%)	155 (65%)
To borrow books	51 (85%)	9 (15%)	27 (45%)	33 (55%)	37 (62%)	23 (38%)	40 (67%)	20 (33%)	155 (65%)	85 (35%)
To do Photocopy	30 (50%)	30 (50%)	4 (7%)	56 (93%)	3 (5%)	57 (95%)	7 (12%)	53 (88%)	44 (18%)	196 (82%)
To do Assignment	18 (30%)	42 (70%)	13 (22%)	47 (78%)	19 (32%)	41 (68%)	6 (10%)	54 (90%)	56 (23%)	184 (77%)
Update Knowledge	39 (65%)	21 (35%)	14 (23%)	46 (77%)	20 (33%)	40 (67%)	22 (37%)	38 (63%)	95 (40%)	145 (60%)
Recreation	5 (8%)	55 (92%)	2 (3%)	58 (97%)	2 (3%)	58 (97%)	-	60 (100%)	9 (4%)	231 (96%)
Research Work	5 (8%)	55 (92%)	3 (5%)	57 (95%)	3 (5%)	57 (95%)	1 (2%)	59 (98%)	12 (5%)	228 (95%)

*(“Yes” indicated that respondents are given a tick mark on a particular option)**(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### **4.2.4 Preference to Use Reading Material:**

Library is a knowledge temple and this knowledge is available in variety of sources. The users are accessing these resources according to their information needs and choice. From library point of view, it is very important to know the user’s priority to use the reading materials because it helps in their collection development. The college wise teachers and student’s preferences to use reading materials are evaluated on the basis of six parameters and are shown in Table- 4.4 and after analysis it is identified that text book is the most common frequently used source of information in all the colleges among teachers and students, while second preferable source is newspaper. The periodicals and reference books are used by very few respondents in some colleges. Only one teacher each from Government J Buana College and Government Hnahthial College used e-book.

**Table -4.4: Preferences to Use Reading Material**

Designation of the Respondents	Colleges	Text Book	Periodicals	Journal	News paper	Reference	E-Book	Total
TEACHERS	HATIM	19 (95%)	-	-	1 (5%)	-	-	20
	LGC	15 (75%)	-	4 (20%)	-	1 (5%)	-	20
	GJBC	18 (90%)	1 (5%)	-	-	-	1 (5%)	20
	GHC	14 (70%)	-	1 (5%)	4 (20%)	1 (5%)	1 (5%)	20
	<b>Total</b>	<b>66 (83%)</b>	<b>1 (1%)</b>	<b>5 (6%)</b>	<b>5 (6%)</b>	<b>1 (1%)</b>	<b>2 (3%)</b>	<b>80</b>
STUDENTS	HATIM	32 (80%)	1 (3%)	-	2 (10%)	5 (25%)	-	40
	LGC	29 (73%)	4 (10%)	2 (5%)	2 (10%)	3 (15%)	-	40
	GJBC	38 (95%)	1 (3%)	1 (3%)	-	-	-	40
	GHC	34 (85%)	5 (13%)	1 (3%)	-	-	-	40
	<b>Total</b>	<b>133 (83%)</b>	<b>11 (7%)</b>	<b>4 (3%)</b>	<b>4 (3%)</b>	<b>8 (5%)</b>	<b>-</b>	<b>160</b>
TOTAL	HATIM	51 (85%)	1 (2%)	-	3 (5%)	5 (8%)	-	60
	LGC	44 (73%)	4 (7%)	6 (10%)	2 (3%)	4 (7%)	-	60
	GJBC	56 (93%)	2 (3%)	1 (2%)	-	-	1 (2%)	60
	GHC	48 (80%)	5 (8%)	2 (3%)	4 (7%)	-	1 (2%)	60
	<b>Total</b>	<b>199 (83%)</b>	<b>12 (5%)</b>	<b>9 (4%)</b>	<b>9 (4%)</b>	<b>9 (4%)</b>	<b>2 (1%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.5 Satisfaction with Library Timing

The intention of this question is that to measure the satisfaction level with library timing by users on the basis of four parameters i.e. highly satisfied, satisfied, unsatisfied and highly unsatisfied.

Table -4.5 shows the satisfaction level of respondent's library timing and after analysis it is observed that there are highly satisfaction levels among the respondents with library timing, because 68% teacher respondents are satisfied and 28% teacher respondents are highly satisfied with library timing, while in student's respondents, 64% respondents are satisfied and 26% are highly satisfied with library timing. Only 3% teachers and 9% students' respondents are not satisfied with their college library timing.

Further, its revealed that 93% respondents are satisfied and happy with library timing because 65% respondents rate their opinion as satisfied and 28% rate highly satisfied. Only 7% respondents as a whole under study were not satisfied with the library timing.

**Table-4.5: Satisfaction with Library Timing**

Designation of the Respondents	Colleges	Highly satisfied	Satisfied	Unsatisfied	Highly Unsatisfied	Total
TEACHERS	HATIM	10 (50%)	10(50%)	-	-	20
	LGC	1 (5%)	18 (90%)	1 (5%)	-	20
	GJBC	4 (20%)	16 (80%)	-	-	20
	GHC	9 (45%)	10 (50%)	1 (5%)	-	20
	<b>Total</b>	<b>24 (30%)</b>	<b>54 (68%)</b>	<b>2 (3%)</b>	<b>-</b>	<b>80</b>
STUDENTS	HATIM	1 (3%)	30 (75%)	9 (23%)	-	40
	LGC	20 (50%)	19 (48%)	-	1 (3%)	40
	GJBC	9 (23%)	29 (73%)	2 (5%)	-	40
	GHC	12 (30%)	25 (63%)	3 (8%)	-	40
	<b>Total</b>	<b>42 (26%)</b>	<b>103 (64%)</b>	<b>14 (9%)</b>	<b>1 (1%)</b>	<b>160</b>
TOTAL	HATIM	11(18%)	40 (67%)	9 (15%)	-	60
	LGC	21 (35%)	37 (62%)	1 (2%)	1 (2%)	60
	GJBC	13 (22%)	45 (75%)	2 (3%)	-	60
	GHC	21(35%)	35 (58%)	4 (7%)	-	60
	<b>Total</b>	<b>66 (28%)</b>	<b>157 (65%)</b>	<b>16 (7%)</b>	<b>1 (0%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.6 Convenient Time to Visit Library

The purpose of this study is to find out the suitable time for library visits by the library users. The researchers observed from the study as in Table-4.6 indicated that among the teacher groups, the most suitable time to library visits was 1:00PM to 2:00P.M. and 11:00AM to 12:00 PM and 44% and 29% teacher respondents visited library in this timing respectively. The same trends are also noted among student's respondents i.e., 39% student's respondents feel convenient to visit library between 11:00am to 12:00 noon and 38% feel convenient to visit library at 1:00 PM to 2:00 PM in the afternoon. Further, this trend is common in all colleges under study.

**Table-4.6: Convenient Time to Visit Library**

Designation	College	9 to 10 am	10 to 11 am	11 to 12 noon	1 to 2 pm	2 to 3 pm	3 to 4 pm	Total
TEACHERS	HATIM	2 (10%)	1(5%)	9 (45%)	6 (30%)	1 (5%)	1 (5%)	20
	LGC	-	-	5 (25%)	11 (55%)	1 (5%)	3 (15%)	20
	GJBC	-	1 (5%)	5 (25%)	10 (50%)	4 (20%)	-	20
	GHC	4 (20%)	2(10%)	4 (20%)	8 (40%)	2 (10%)	-	20
	<b>Total</b>	<b>6 (8%)</b>	<b>4 (5%)</b>	<b>23 (29%)</b>	<b>35 (44%)</b>	<b>8 (10%)</b>	<b>4 (5%)</b>	<b>80</b>
STUDENTS	HATIM	-	-	16 (40%)	19 (48%)	2 (5%)	3 (8%)	40
	LGC	6 (15%)	8 (20%)	11 (28%)	14 (35%)	-	1 (3%)	40
	GJBC	-	5 (13%)	20 (50%)	9 (23%)	4 (10%)	2 (5%)	40
	GHC	1 (3%)	1 (3%)	16 (40%)	18 (45%)	3 (8%)	1 (3%)	40
	<b>Total</b>	<b>7 (4%)</b>	<b>14 (9%)</b>	<b>63 (39%)</b>	<b>60 (38%)</b>	<b>9 (6%)</b>	<b>7 (4%)</b>	<b>160</b>
TOTAL	HATIM	2 (3%)	1 (2%)	25 (42%)	25 (42%)	3 (5%)	4 (7%)	60
	LGC	6 (10%)	8 (13%)	16 (27%)	25 (42%)	1 (2%)	4 (7%)	60
	GJBC	-	6 (10%)	25 (42%)	19 (32%)	8 (13%)	2 (3%)	60
	GHC	5 (8%)	3 (5%)	20 (33%)	26 (43%)	5 (8%)	1 (2%)	60
	<b>Total</b>	<b>13 (5%)</b>	<b>18 (8%)</b>	<b>86 (36%)</b>	<b>95 (40%)</b>	<b>17 (7%)</b>	<b>11 (5%)</b>	<b>240</b>

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.7 Having Adequate Timing to Visit Library

Due to the drastic changes in education system in the last 10 years and implementation of semester and CBCS system in colleges, normally students and teachers feel overloaded and they have lack of time to visit library. To know the respondent's opinion about adequacy of timing to visit the library, this questions were asked during survey and their responses is tabulated in Table-4.7 and it observed that among the teacher respondents, (79%) were having adequate time to visit library, while only 20% of the respondents were not having adequate time to visit library. In student's respondents, 63% respondents reported that they were having adequate time to visit library to fulfil their information needs, while 21% respondents reported that they don't find adequate time to visit the library due to shortage of time.

In overall, majority of respondents (68%) under the study have the opinion of visiting the library adequately, while 21% respondents say that they are not having adequate time to visit the library and 11% respondent's opinion is neutral in this issue.

**Table-4.7: Adequacy of Timing to Visit Library**

Designation of the Respondents	Colleges	Adequate	Inadequate	Don't know	Total
TEACHERS	HATIM	13 (65%)	7 (35%)	-	20
	LGC	18 (90%)	2 (10%)	-	20
	GJBC	13 (65%)	6 (30%)	1 (5%)	20
	GHC	19 (95%)	1 (5%)	-	20
	<b>Total</b>	<b>63 (79%)</b>	<b>16 (20%)</b>	<b>1 (1%)</b>	<b>80</b>
STUDENTS	HATIM	18 (45%)	15 (38%)	7 (18%)	40
	LGC	25 (63%)	10 (25%)	5 (13%)	40
	GJBC	24 (60%)	3 (8%)	13 (33%)	40
	GHC	34 (21%)	6 (15%)	-	40
	<b>Total</b>	<b>101 (63%)</b>	<b>34 (21%)</b>	<b>25 (16%)</b>	<b>160</b>
TOTAL	HATIM	31 (52%)	22 (37%)	7 (12%)	60
	LGC	43 (72%)	12 (20%)	5 (8%)	60
	GJBC	37 (62%)	9 (15%)	14 (23%)	60
	GHC	53 (88%)	7 (3%)	-	60
	<b>Total</b>	<b>164 (68%)</b>	<b>50 (21%)</b>	<b>26 (11%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.8 Time Spent in Library by Respondents

To know the respondents' spending time in the library, this information was asked to respondents with three parameters- half an hour to one hour, one to two hours and more than two hours to measure the respondents' time spent in the library as it is shown in Table-4.8. After analysis it is resolved that normally respondent does not spend much time in library and out of total respondents, 173 (72%) respondents spent only half an hour to one hour and 63 (26%) respondents spent one to two hours in library.

In teachers group, majority of respondents 50 (63%) spent half an hour to one-hour when they visit library and 29 (36%) respondents spent their time one to two hours. Only 1 (1%) respondents from the teacher members reported that they spent more than two hours' during their visit in library. Among the student's respondent's majority of respondents 123 (77%) spent their time half an hour to one hour, while the others 34 (21%) consumed their time one to two hours.

**Table- 4.8: Time Spent in the Library by Respondents**

Designation of the Respondents	Name of the institution	30 mints to 1 hour	1 to 2 hours	More than 2 hours	Total
TEACHERS	HATIM	15 (75%)	5 (25%)	-	20
	LGC	11 (55%)	8 (40%)	1 (5%)	20
	GJBC	13 (65%)	7 (35%)	-	20
	GHC	11 (55%)	9 (45%)	-	20
	<b>Total</b>	<b>50 (63%)</b>	<b>29 (36%)</b>	<b>1 (1%)</b>	<b>80</b>
STUDENTS	HATIM	35 (88%)	5 (13%)	-	40
	LGC	32 (80%)	7 (18%)	1 (3%)	40
	GJBC	27 (68%)	12 (30%)	1 (3%)	40
	<b>GHC</b>	<b>29 (73%)</b>	<b>10 (25%)</b>	<b>1 (3%)</b>	<b>40</b>
	<b>Total</b>	<b>123 (77%)</b>	<b>34 (21%)</b>	<b>3 (2%)</b>	<b>160</b>
TOTAL	HATIM	50 (83%)	10 (17%)	-	60
	LGC	43 (72%)	15 (25%)	2 (3%)	60
	GJBC	40 (67%)	19 (32%)	1 (2%)	60
	GHC	40 (67%)	19 (32%)	1 (2%)	60
	<b>Total</b>	<b>173 (72%)</b>	<b>63 (26%)</b>	<b>4 (2%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### **4.2.9: Purpose of Information Seeking**

To identify the purpose of information seeking behavior of respondents and their aim to visit the library, a six-point scale was used in questionnaire and is shown in Table-4.9. After analysis its resolved that respondents are seeking the information for study and general purpose, very less respondents were found to seeking information for employment information, recreation and competitive exam purpose.

In HATIM college, 95% teachers and students seek information for study purpose, while 43% respondents comprising 35% teachers and 47% students seeks information for general purpose and 27% respondents comprising 30% teachers and 25% students seeks information for current awareness. In Lunglei Government College, 75% respondents comprising 65% teachers and 80% students seeking information for study, 42% respondents comprising 70% teachers and 27% students seeks information for general purpose and only 25% students seek information for preparation of competitive examinations. In Government J. Buana College, 72% respondents comprising 60% teachers and 78% students are seeking information for study, 43% respondents comprising 65% teachers and 32.50% students are seeking information for general purpose and 16.67% respondents comprising 10% teachers and 20% students are seeking information for competitive examination purpose. In Government Hnahthial College, 78.33% respondents comprising 70% teachers and 82.55 students are seeking information for study purpose, 66.67% respondents comprising 85% teachers and 57.5% are students seeking information general purpose while 25% respondents and 23% respondents are seeking information for recreation and competitive examination purpose respectively.

**Table-4.9: Purpose of Information Seeking in the Library**

	TEACHERS				STUDENTS				TOTAL			
	HATIM	LGC	GJBC	GHC	HATIM	LGC	GJBC	GHC	HATIM	LGC	GJBC	GHC
For Study Purpose	19 (95%)	13 (65%)	12 (60%)	14 (70%)	38 (95%)	32 (80%)	31 (77.5%)	33 (83%)	57 (95%)	45 (75%)	43 (72%)	47 (78%)
For General Purpose	7 (35%)	14 (70%)	13 (65%)	17 (85%)	19 (47%)	11 (27%)	13 (32%)	23 (57%)	26 (43%)	25 (42%)	26 (43%)	40 (67%)
For preparing competitive exam	0 (0%)	0 (0%)	2 (10%)	2 (10%)	6 (15%)	10 (25%)	8 (20%)	12 (30%)	6 (10%)	10 (17%)	10 (17%)	14 (23%)
For recreation	2 (10%)	3 (15%)	0 (0%)	4 (20%)	2 (5%)	3 (7%)	1 (2%)	11 (27%)	4 (7%)	6 (10%)	1 (2%)	15 (25%)
For employment Information	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (7%)	1 (2%)	0 (0%)	0 (0%)	3 (5%)	1 (1%)	0 (0%)	0 (0%)
For Current awareness	6 (30%)	0 (0%)	10 (50%)	2 (10%)	10 (25%)	1 (1%)	1 (1%)	1 (2%)	16 (27%)	1 (2%)	11 (18%)	3 (5%)

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*



#### 4.2.10 Dependency of Respondents on Information Resources

The primary purpose of this question is to ensure the respondents' dependency on type of information resources of library because in library there are varieties of resources available but normally users rely on some specific resources of information. The respondent's response was examined on the basis of five parameters under -Text book, Reference, Journals, Internet services, E- Resources and shown in Table-4.10. After analysis it resolved that mostly teachers are depending on text book/course book (81%) and reference book (46.25%) and only 36.25% teachers rely on journal while in student's respondents mostly depend on Text book (66.25%), reference book (40%) and lectures notes (33.75%). It was also found that there is very less dependency of respondents on Internet and e-resource.

**Table-4.10 Dependency of Respondents on Information Resources**

	TEACHERS				STUDENTS				TOTAL			
	HATIM	LGC	GJBC	GHC	HATIM	LGC	GJBC	GHC	HATIM	LGC	GJBC	GHC
Text Book	20 (100%)	16 (80%)	16 (80%)	13 (65%)	37 (93%)	27 (68%)	35 (88%)	39 (98%)	57 (95%)	43 (72%)	51 (85%)	52 (87%)
Reference book	13 (65%)	6 (30%)	10 (50%)	8 (40%)	21 (53%)	9 (23%)	4 (10%)	22 (55%)	34 (57%)	15 (25%)	14 (23%)	30 (50%)
Journals	9 (45%)	7 (35%)	7 (35%)	6 (30%)	3 (7%)	4 (10%)	2 (5%)	15 (37%)	12 (20%)	11 (18%)	9 (15%)	21 (35%)
Internet Services	8 (40%)	0 (0%)	3 (15%)	2 (10%)	9 (23%)	7 (18%)	2 (5%)	0 (0%)	17 (28%)	7 (12%)	5 (8%)	2 (3%)
E-Resources	4 (20%)	0 (0%)	0 (0%)	2 (10%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	5 (8%)	1 (2%)	0 (0%)	2 (3%)

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

In college wise analysis, HATIM teachers in particular rely on 100% (20) text book, while Lunglei Government College and Government J. Buana College, 80% teacher's respondents are relying on Textbook and 65% teacher's respondents of Government Hnahthial College were relying on Textbook. It is also observed in the midst of students that majority of them were depended on textbook/ course book, among the student's groups Government Hnahthial College is the highest dependency of textbook choosing 39 (98%) while HATIM college students chose the second highest 37 (93%) of textbook.

#### **4.2.11 Computer Knowledge and Skills**

In present digital era, use of computers have become one of the most important education tools in academic community. Table-4.11 represents the computer knowledge and competency of respondents and analysis resolved that 62% respondents comprising 81% teachers and 52% students have good computer skills and 23% respondents comprising 10% teachers and 29% students have fair good computer skill while 10% respondents comprising 6% teachers and 13% students have very good computer skills. The 5% respondents comprising 3% teachers and 6% students rated their skills poor. The overall respondents have good computer knowledge and skills.

**Table- 4.11: Computer Knowledge and Skills**

<b>Designation of the Respondents</b>	<b>College</b>	<b>Very Good</b>	<b>Good</b>	<b>Fairly Good</b>	<b>Poor</b>	<b>Total</b>
<b>TEACHERS</b>	HATIM	3 (15%)	17(85%)	-	-	20
	LGC	1 (5%)	15 (75%)	3 (15%)	1 (5%)	20
	GJBC	-	16 (80%)	3 (15%)	1 (5%)	20
	GHC	1 (5%)	17 (85%)	2 (10%)	-	20
	<b>Total</b>	<b>5 (6%)</b>	<b>65 (81%)</b>	<b>8 (10%)</b>	<b>2 (3%)</b>	<b>80</b>
<b>STUDENTS</b>	HATIM	-	29 (73%)	11 (28%)	-	40
	LGC	11 (28%)	21 (53%)	7 (18%)	1 (3%)	40
	GJBC	4 (10%)	20 (50%)	11 (28%)	5 (13%)	40
	GHC	5 (13%)	13 (33%)	18 (45%)	4 (10%)	40
	<b>Total</b>	<b>20 (13%)</b>	<b>83 (52%)</b>	<b>47 (29%)</b>	<b>10 (6%)</b>	<b>160</b>
<b>TOTAL</b>	HATIM	3 (5%)	46 (77%)	11 (18%)	-	60
	LGC	12 (20%)	36 (60%)	10 (17%)	2 (3%)	60
	GJBC	4 (7%)	36 (60%)	14 (23%)	6 (10%)	60
	GHC	6 (10%)	30 (50%)	20 (33%)	4 (7%)	60
	<b>Total</b>	<b>25 (10%)</b>	<b>148 (62%)</b>	<b>55 (23%)</b>	<b>12 (5%)</b>	<b>240</b>

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.12 Availability of Internet Facilities

Internet has emerged as the most powerful medium of information search and retrieval. With the unprecedented growth in quantum of knowledge around the world and easy accessibility, the Internet has become a vital source of information for every institution. Table-4.12 shows the internet facilities provided by colleges under study and after analysis it found that Internet services are available in 3 colleges' library (i.e. HATIM, LGC and GJBC) but in Government Hnahthial College, there is no Internet facility till now.

Among the respondents, 55% respondent comprising 58% teachers and 53% students reported that internet facilities are available in their library, whereas 47% respondents comprising 42% teachers and 47% students reported that their college libraries did not provide internet facilities.

**Table- 4.12: Availability of Internet Facilities**

<b>Designation of the Respondent</b>	<b>Colleges</b>	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
<b>TEACHERS</b>	HATIM	18 (90%)	2 (10%)	20
	LGC	12 (60%)	8 (40%)	20
	GJBC	16 (80%)	4 (20%)	20
	GHC	-	20 (100%)	20
	<b>Total</b>	<b>46 (58%)</b>	<b>34 (43%)</b>	<b>80</b>
<b>STUDENTS</b>	HATIM	31 (78%)	9 (23%)	40
	LGC	26 (65%)	14 (35%)	40
	GJBC	28 (70%)	12 (30%)	40
	GHC	-	40 (100%)	40
	<b>Total</b>	<b>85 (53%)</b>	<b>75 (47%)</b>	<b>160</b>
<b>TOTAL</b>	HATIM	49 (82%)	11 (18%)	60
	LGC	38 (63%)	22 (37%)	60
	GJBC	44 (73%)	16 (27%)	60
	GHC	-	60 (100%)	60
	<b>Total</b>	<b>131 (55%)</b>	<b>109 (45%)</b>	<b>240</b>

*(“Yes” indicated that respondents are given a tick mark on a particular option).*

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### **4.2.13 Satisfaction of Internet Services**

Table-4.13 shows the respondent’s opinion about satisfaction with Internet services given by college libraries under study and after analysis it resolved that respondents are highly unsatisfied with Internet services. Majority of respondents (52%) comprising 40% teachers and 58% students are unsatisfied, while 16% respondents comprising 27% teachers and 11% students are highly unsatisfied with library Internet services. Only 30% teachers and 155 students of HATIM College said that they are satisfied with Internet speed and 24% respondents did not respond about Internet satisfaction. Government Hnahthial College don’t have internet services, thus there is no response from this college on satisfaction of Internet service.

**Table-4.13: Satisfaction of Internet Services (N=180)**

<b>Designation of the Respondents</b>	<b>Colleges</b>	<b>Satisfied</b>	<b>Fairly Satisfied</b>	<b>Unsatisfied</b>	<b>Highly Unsatisfied</b>	<b>No Response</b>	<b>Total</b>
<b>TEACHERS</b>	HATIM	6 (30%)	-	8 (40%)	4 (20%)	2 (10%)	20
	LGC	-	-	5 (25%)	7 (35%)	8 (40%)	20
	GJBC	-	-	11 (55%)	5 (25%)	4 (20%)	20
	GHC	-	-	-	-	-	-
	<b>Total</b>	<b>6 (10%)</b>	<b>-</b>	<b>24 (40%)</b>	<b>16 (27%)</b>	<b>14 (23%)</b>	<b>60</b>
<b>STUDENTS</b>	HATIM	6 (15%)	1 (3%)	22 (55%)	2 (5%)	9 (23%)	40
	LGC	1 (3%)	-	29 (72%)	-	10 (25%)	40
	GJBC	-	-	18 (45%)	11 (28%)	11 (28%)	40
	GHC	-	-	-	-	-	-
	<b>Total</b>	<b>7 (6%)</b>	<b>1 (0.8%)</b>	<b>69 (58%)</b>	<b>13 (11%)</b>	<b>30 (25%)</b>	<b>120</b>
<b>TOTAL</b>	HATIM	12 (20%)	1 (2%)	30 (50%)	6 (10%)	11 (18%)	60
	LGC	1 (2%)	-	34 (57%)	7 (12%)	18 (30%)	60
	GJBC	-	-	29 (48%)	16 (27%)	15 (25%)	60
	GHC	-	-	-	-	-	-
	<b>Total</b>	<b>13 (7%)</b>	<b>1 (0.5%)</b>	<b>93 (52%)</b>	<b>29 (16%)</b>	<b>44 (24%)</b>	<b>180</b>

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### **4.2.14 Satisfaction with Library Staffs' Efficiency**

The purpose of this question is to ascertain the efficiency of library staff, to make library services effective. Table-4.14 shows the respondents view and after analysis it found that respondents are quite satisfied with library staffs efficiency to manage the library services. Among total respondents, 58% of the respondents were satisfied with library staffs efficiency, 23% respondents are fairly satisfied and 14% respondents are highly satisfied with library staffs efficiency. In collage wise analysis, highest satisfaction with library staffs was found in Government Hnahthial College followed by HATIM College and Lunglei Government College.

**Table-4.14: Satisfaction with Library Staffs' Efficiency**

Designation of the Respondents	Colleges	Highly Unsatisfied	Unsatisfied	Fairly Satisfied	Satisfied	Highly Satisfied	Total
TEACHERS	HATIM	-	-	-	16 (80%)	4 (20%)	20
	LGC	-	4 (20%)	-	15 (75%)	1 (5%)	20
	GJBC	-	2 (10%)	8 (40%)	9 (45%)	1 (5%)	20
	GHC	-	-	-	17 (85%)	3 (15%)	20
	<b>Total</b>	<b>-</b>	<b>6 (8%)</b>	<b>8 (10%)</b>	<b>56 (70%)</b>	<b>9 (11%)</b>	<b>80</b>
STUDENTS	HATIM	-	-	15 (38%)	19 (48%)	6 (15%)	40
	LGC	1 (3%)	1 (3%)	7 (18%)	18 (45%)	13 (33%)	40
	GJBC	-	3 (8%)	17 (43%)	19 (48%)	1 (3%)	40
	GHC	-	1 (3%)	7 (18%)	27 (68%)	5 (13%)	40
	<b>Total</b>	<b>1 (1%)</b>	<b>5 (3%)</b>	<b>46 (29%)</b>	<b>83 (52%)</b>	<b>25 (16%)</b>	<b>160</b>
TOTAL	HATIM	-	-	15 (25%)	35 (58%)	10 (17%)	60
	LGC	1 (2%)	5 (8%)	7 (12%)	33 (55%)	14 (23%)	60
	GJBC	-	5 (8%)	25 (42%)	28 (47%)	2 (3%)	60
	GHC	-	1 (2%)	7 (12%)	44 (73%)	8 (13%)	60
	<b>Total</b>	<b>1 (0%)</b>	<b>11 (5%)</b>	<b>54 (23%)</b>	<b>139 (58%)</b>	<b>34 (14%)</b>	<b>240</b>

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.15 Awareness about UGC- Network Resource Centre

UGC-NRC established in 1987, the objective is to create awareness among staff and students of colleges about use of the computer in various activities, study, examination and research work etc. UGC-NRC provided an access to multimedia material in teaching and learning at places of eminence and abroad. UGC-NRC is one of the most important E- Resources in the college relevant for teachers, students and staff. It also found that only two colleges (LGC and GJBC) under study having UGC-NRC in their college only and rest two colleges (HATIM and GHC) has not establish this centre in their college till now.

Table -4.15 shows the awareness of UGC-Network Resources among respondents and after analysis it found that only 33% respondents comprising 45% teachers and 27% students are aware with this important resources and majority of respondents (67%) are not aware with this resources. The

college wise analysis reveals that awareness rate is very high in Lunglei Government College (67%) and Government J. Buana College (60%), while HATIM college is very low and Government Hnahthial College respondents are almost not aware with UGC-NRC because neither these colleges have UGC-NRC centre nor Internet services till now and this service is network based service.

**Table-4.15: Awareness about UGC- Network Resource Centre**

Designation of the Respondent	Colleges	YES	NO	Total
TEACHERS	HATIM	2 (10%)	18 (90%)	20
	LGC	18 (90%)	2 (10%)	20
	GJBC	14 (70%)	6 (30%)	20
	GHC	2 (10%)	18 (90%)	20
	<b>Total</b>	<b>36 (45%)</b>	<b>44 (55%)</b>	<b>80</b>
STUDENTS	HATIM	-	40 (100%)	40
	LGC	22 (55%)	18 (45%)	40
	GJBC	22 (55%)	18 (45%)	40
	GHC	-	40 (100%)	40
	<b>Total</b>	<b>44 (27%)</b>	<b>116 (73%)</b>	<b>160</b>
TOTAL	HATIM	2 (3%)	58 (97%)	60
	LGC	40 (67%)	20 (33%)	60
	GJBC	36 (60%)	24 (40%)	60
	GHC	2 (3%)	58 (97%)	60
	<b>Total</b>	<b>80 (33%)</b>	<b>160 (67%)</b>	<b>240</b>

*(“Yes” indicated that respondents are given a tick mark on a particular option).*

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### **4.2.16 Usage of Resources Provided under UGC-NRC Resource Centre**

The researcher further extended a question and asked the respondents that, if they were aware of UGC-NRC Resource Centre then either they are using these resources or not because knowing and using is different or it also reflected in analysis. Table-4.16 shows the usage pattern of respondents those who were aware of UGC-NRC resources and analysis resolved that 89% respondent from teachers and 50% respondents from students are not using UGC-NRC resources. Thus it found that after awareness also, respondents are not using UGC-NRC resources specially teachers.

**Table-4.16: Usage of Resources Provided under UGC-NRC Centre (N=80)**

Designation of The respondents	Colleges	Uses	Not Uses	Total
TEACHERS	HATIM	-	2 (100%)	2 (100%)
	LGC	3 (17%)	15 (83%)	18 (100%)
	GJBC	1 (7%)	13 (93%)	14 (100%)
	GHC	-	2 (100%)	2 (100%)
	<b>Total</b>	<b>4 (11%)</b>	<b>32 (89%)</b>	<b>36 (100%)</b>
STUDENTS	HATIM	-	-	-
	LGC	22 (100%)	-	22 (100%)
	GJBC	-	22 (100%)	22 (100%)
	GHC	-	-	-
	<b>Total</b>	<b>22 (50%)</b>	<b>22 (50%)</b>	<b>44 (100%)</b>
TOTAL	HATIM	-	2	2
	LGC	25 (42%)	15 (32%)	40 (100%)
	GJBC	1 (2%)	35 (95%)	36 (100%)
	GHC	-	2	-
	<b>Total</b>	<b>26 (32%)</b>	<b>54 (67%)</b>	<b>80 (100%)</b>

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### **4.2.17 Reason of not Using UGC- NRC Resources**

The UGC-NRC is a very useful online resources for college teachers and students as they can access resources free of cost, but in this study it's found that majority of respondents are not using these resources. Thus, an attempt provided the reason why the respondents were not using UGC-NRC resources and during survey, this question has been asked from respondents and their responses are tabulated in table-4.19. After analysis its revealed that two colleges (HATIM College and Government Hnahthial College) are not using these resources because it is not available in their college. The 77% respondents of Lunglei Government College and 83% respondents from Government J.Buana College are not using UGC-NRC resources because of poor Internet connectivity, while 12% and 10% respondents are not using UGC-NRC resources due to lack of proper training in the same colleges respectively.



**Table-4.17: Reason of not Using UGC- NRC Resources**

Name of the Institution And Designation of the Respondents		Not Aware at all	Aware but not interested	Irrelevant Inf. source	Poor Internet connection	Lack of Training	Lack of assistant by library staff	Not available in our college	Total
HATIM	Teachers	-	-	-	-	-	-	20(100%)	20
	Student	-	-	-	-	-	-	40 (100%)	40
<b>Total</b>		-	-	-	-	-	-	<b>60 (100%)</b>	<b>60</b>
LGC	Teachers	1 (5%)	-	-	12 (60%)	4 (20%)	3 (15%)	-	20
	Student	-	-	1 (2.5 %)	34 (85%)	3 (7.5%)	2 (5%)	-	40
<b>Total</b>		<b>1 (1%)</b>	-	<b>1(1%)</b>	<b>46 (77%)</b>	<b>7 (12%)</b>	<b>5 (8%)</b>	-	<b>60</b>
GJBC	Teachers	-	-	-	17 (85%)	1 (5%)	1(5%)	1(5%)	20
	Student	-	1 (2.5%)	-	33 (82.5%)	5 (13%)	1 (2.5%)	-	40
<b>Total</b>		-	<b>1 (1%)</b>		<b>50 (83%)</b>	<b>6 (10%)</b>	<b>2(3%)</b>	<b>1 (1%)</b>	<b>60</b>
GHC	Teachers	-	-	-	-	-	-	20 (100%)	20
	Student	-	-	-	-	-	-	40 (100%)	40
<b>Total</b>		-	-	-	-	-	-	<b>60 (100%)</b>	<b>60</b>
TOTAL	Teachers	1 (1%)	-	1 (1%)	29 (36%)	5 (6%)	4 (5%)	41 (51%)	80
	Student	-	1	1	67 (42%)	8 (5%)	3 (2%)	80 (50%)	160
<b>Total</b>		<b>1</b>	<b>1</b>	<b>2 (1%)</b>	<b>96 (40%)</b>	<b>13 (5.4%)</b>	<b>7 (3%)</b>	<b>121 (50%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.18 Rating the Quality of UGC-NRC Resources

The researcher asked a question with the intention of knowing the quality of UGC-NRC resources among respondents and found that majority of all respondents (79%) in each college were not responding in these particular questions due to lack of awareness and usage of this resources. Among aware respondents (N=80), who are using this resources (N=26), are rating the quality on the basis of five parameters and shown in Table- 4.18. After analysis its identified that majority of respondents (88%) are not satisfied with quality of resources and only 12% respondents are satisfied.

**Table-4.18: Rating the Quality of UGC-NRC Resources (N=26)**

Designation of the Respondents	Name of the Institution	Un Satisfied	Fairly Satisfied	Satisfied	Highly Satisfied	Total
TEACHERS	HATIM	-	-	-	-	-
	LGC	2 (67%)	1 (33%)	-	-	3 (100%)
	GJBC	1 (100%)	-	-	-	1 (100%)
	GHC	-	-	-	-	-
	<b>Total</b>	<b>3 (75%)</b>	<b>1 (25%)</b>	-	-	<b>4 (100%)</b>
STUDENTS	HATIM	-	-	-	-	-
	LGC	20 (91%)	2 (9%)	-	-	22 (100%)
	GJBC	-	-	-	-	-
	GHC	-	-	-	-	-
	<b>Total</b>	<b>20 (91%)</b>	<b>2 (9%)</b>	-	-	<b>22 (100%)</b>
TOTAL	HATIM	-	-	-	-	-
	LGC	22 (88%)	3 (12%)	-	-	25 (100%)
	GJBC	1 (100%)	-	-	-	1 (100%)
	GHC	-	-	-	-	-
	<b>Total</b>	<b>23 (88%)</b>	<b>3 (12%)</b>	-	-	<b>26 (100%)</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.19. Satisfaction with E-Resources provided by the College Library

The researcher prolonged questions that up to which extend respondents are satisfied with library e- resources. To measure the satisfaction level, the researcher provided four parameters like highly satisfied, Satisfied, Unsatisfied and highly unsatisfied.

Among the teacher members, 90% respondents are highly unsatisfied while only (4%) were satisfied. Similarly, among the students, 88% respondents are also highly unsatisfied with the e-resources provided by the library. It is very disappointing for the library that 89% respondents are highly unsatisfied with the e- resources facilities provided by the library.

**Table 4.19: Satisfaction with E-Resources provided by the College Library**

Designation of the Respondents			Highly Satisfied	Satisfied	Un satisfied	Highly Unsatisfied	Total
TEACHE RS	Name of the institution	HATIM	-	3 (15%)	1 (5%)	16 (80%)	20
		LGC	-	-	1 (5%)	19 (95%)	20
		GJBC	-	-	3 (15%)	17 (85%)	20
		GHC	-	-	-	20 (100%)	20
	<b>Total</b>		-	<b>3 (4%)</b>	<b>5 (6%)</b>	<b>72 (90%)</b>	<b>80</b>
STUDEN TS	Name of the institution	HATIM	-	-	4 (10%)	36 (90%)	40
		LGC	-	2 (5%)	7 (17.5%)	31 (77.5%)	40
		GJBC	-	-	6 (15%)	34 (85%)	40
		GHC	-	-	-	40 (100%)	40
	<b>Total</b>		-	<b>2 (1%)</b>	<b>17 (11%)</b>	<b>141 (88%)</b>	<b>160</b>
TOTAL	Name of the institution	HATIM	-	3 (5%)	5 (8%)	52 (87%)	60
		LGC	-	2 (3%)	8 (13%)	50 (83%)	60
		GJBC	-	-	9 (15%)	51 (85%)	60
		GHC	-	-	-	60 (100%)	60
	<b>Total</b>		-	<b>5 (2%)</b>	<b>22 (9%)</b>	<b>213 (89%)</b>	<b>240</b>

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.20 Satisfaction with Library Resources

In order to probe spatial difference in the level of satisfaction with the collection of library resources across the four sample groups belonging to HATIM, LGC, GJBC and GHC, Analysis of Variance (ANOVA) test is carried out with the F-value significant at 5 percent level in five different areas

of library collection in the form of books, reference, newspaper, E- resources and back volume binding and presented in Table -4.20 and it inferred that there are diversity among the four groups of respondents regarding their satisfaction with the collection of library resources. Similarity was found only in journal collections.

HATIM ranked top in reference, journal, newspaper and back volume binding as far as the level of satisfaction of the user is concerned. Government Hnahthial College ranked top in Books and Reference and LGC ranked top in E-resources. HATIM scores well in the periodical, journal and reference where efficiency of human resources is very much required, LGC ranked top in E-resources which requires huge financial outlay, this may be due to the fact that the college is the oldest college in the state and perform well in the areas of infrastructure which requires longer gestation period. However, the level of satisfaction is not impressive. Notably, of the six areas of library collection, the mean scores of all the colleges in E-resources is the lowest which calls for the improvement of library services in this area.

**Table- 4.20: Satisfaction with Library Resources**

	Sampled Respondents				ANOVA Results	
	HATIM	LGC	GJBC	GHC	F Value	P
Books	3.62	3.82	3.67	4.07	3.072*	0.029
Reference	3.47	3.38	2.95	3.47	4.453*	0.005
Journal	3.17	3.13	2.78	2.82	2.510	0.059
Newspaper	4.25	3.30	3.23	2.88	26.500*	0.000
E-Resources	2.55	2.93	2.18	1.62	25.900*	0.000
Back Volume binding	3.45	3.37	2.77	2.55	15.090*	0.000
<i>Note: * Denotes significance at 5 percent level.</i>						

(Source: Field survey)

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

#### 4.2.21 Satisfaction with Library Services

The difference in the level of satisfaction of the users with the overall services in the areas of circulation and reprographic was probed into using Analysis of Variance (ANOVA). These areas of services are largely determined by the efficiency of the workers and the equipment/technology used therein. The efficient staff coupled with updated technology/ equipment in the library often produce quality services. Therefore, it is vital to think that the users (Students and Teachers) from different colleges will have different level of satisfaction while accessing library services depending on the efficiency of the library staff and the technology/equipment used by the college. The results are reported in Table-4.21 and It is evident from table that significant differences have been observed in both the areas of circulation and reprographic. In other words, there is no consensus among the users of library in their level of satisfaction in the overall services of library. A mean score of 3 and above signify that the services rendered by the library are satisfactory. It can be seen that the overall library services in the four colleges is satisfactory. However, HATIM ranked top in both the areas of overall library services.

**Table-4.21: Satisfaction with Library Services**

Level of satisfaction with the overall services in the areas of	Sampled Respondents				ANOVA Results	
	HATIM	LGC	GJBC	GHC	F Value	P
Circulation	4.20	3.98	3.50	4.07	13.002*	.000
Reference	3.78	3.68	3.05	3.47	9.195*	.000
Reprographic	3.75	3.58	3.07	3.22	9.290*	.000
<i>Note: * Signify significance at 5 percent level of confidence.</i>						

*(Source: Field survey)*

*HATIM= Higher and Technical Institute, Mizoram, LGC= Lunglei Government College, GJBC= Government J. Buana College, GHC= Government Hnahthial College*

## 5.1. MAJOR FINDINGS OF THE STUDY

Based on the data analysis and inferences of the study, following findings are divided for this study:

1. Majority of respondents are male (55%) but this composition is differing in teachers and student's category i.e. in teacher's category, gap of gender distribution is high with male respondents (61%) and female respondents (39%) while in student's respondents, it is almost equal with male respondents (51%) and female respondents (49%).
2. Majority of respondents in both the category are regular users of Library and they visited daily (29%) thrice in a week (26%) and weekly (25%). The main purposes to visit the library are for study (59%), Borrow the books (65%), reading newspaper/journal (35%) and to do assignments (23%).
3. The textbooks/ course book is the most preferred source of information for all respondents and 83% respondents are using only this source to fulfil their information need. In terms of library usage, majority of respondents 65% visited library for book circulation (charging and discharging) followed by study purpose 59%, and 40% uses the library for updating knowledge.
4. The most preferred time to visit the library by respondents is between 11:00 AM to 1:00 PM and 76% respondents visited the library during this period to satisfy their information needs. Further, 28% respondents are highly satisfied and 65% respondents are satisfied with their respective college library timing.
5. Majority of respondents (68%) said there is no shortage of time for the library consultation and they have adequate time to visit the library and 72% respondents normally spend 30 minutes to 1 hours' in the library during their visits.
6. Majority of respondents are seeking information from the library for study purpose followed by general purpose and current awareness. The text books are the most reliable source of information for the majority of respondents followed by reference book and lecture notes. Only a few teachers' respondents consulted journals.
7. Majority of respondents are satisfied with textbook, reference collections in all the colleges while nearly the whole respondent shows their Un-satisfaction with the

collection of e-resources and collection of journal. The HATIM college has the highest satisfaction level in newspaper collections.

8. Majority of respondents in all colleges are satisfied with circulation and reprography services of the library. Among the colleges, highest satisfaction was observed in HATIM College.
9. In overall, respondents have good computer knowledge and skills because 62% respondents have the satisfactory level of computer skills and 23% respondents having fairly good computer skills while 10% respondents have very good computer skills.
10. Only three colleges (HATIM, LGC and GJBC) have Internet facility in the library while Government Hnahthial College have no internet connection at present but the majority of respondents (52%) of three colleges are also not satisfied with Internet services.
11. Majority of respondents (95%) are satisfied with library staffs' efficiency to serve their users.
12. UGC provides bundles of e-resources through UGC-Network Resource Centre but only two colleges (Lunglei Government College and Government J. Buana College) are having this facility in their college at present. The majority of respondents (76%), comprising 55% teachers and 73% students are not aware of these resources till now. Even among aware respondents, the majority of them (86%) are not using it.
13. Majority of respondents (88%) are not satisfied with the service of present UGC-Network Resource Centre. Poor Internet connectivity and lack of proper training are the main reason of not using UGC-Network Resource Centre by respondents.

## 5.2. CONCLUSION

The primary objective of a library is to collect, organize, preserve, disseminate, and provide access to knowledge and information to their users. In few decades ago, different variety of documentary sources were collected and organized by different technical process in library to satisfied the users' information needs but in present digital environment, with documentary sources there are many non-documentary sources and its available in various forms. To reduce the price of e-resources, many network based services are also introduced by different national agencies and many libraries are now participated in this network to provide better information services to their users at very minimum cost. Even then, it is a challenge for today libraries to fulfil their users' information need because of variety of information sources and multidimensional approach to seek information by users. This challenge become more and more especially in rural area libraries because all available ICT technology which used in LIS profession are not reached in rural area of country at present.

User's perception and satisfaction about library resources and services have largely been ignored by researcher and practitioners of library and information science specially in Southern part of Mizoram. The present study is conducted to evaluate the library resources and services offered by the Lunglei district college libraries and the level of user's satisfaction and service quality. Though Lunglei district is the biggest district in the state in terms of areas and the second ranked in terms of population wise next to Aizawl city, but there are many issues and challenges encountered in the district in terms of higher education, Socio- economics, Transport and communication etc. As it is already stated in terms of higher education there are four colleges, three colleges located in Lunglei town itself, and one college is situated in Hnahthial one of the district sub-division headquarters. The present study clearly projected diversity of users and their level of satisfaction in terms of library resources and services under study. Under study the analysis is done on various evaluation criteria like: Gender analysis, satisfaction of Library resources and services, purpose of library visits, frequency of library visits, preferred documents, satisfaction of human resources and physical resources etc. On the basis of this analysis and interpretation, the findings of study are drawn. The gender analysis is an important segment of any research of social sciences to ensure the gender representation, gender wise representation of respondents of this study and it is revealed that the overall gender distribution was almost similar but majority of the respondents were male. As far as frequency of library visits is concern the researcher attempted to know how frequent the library



users visited library because it is an important indicator of its essential significance. Therefore, it is identified that the overall visitation of library is very poor in both the two groups of respondents.

The library users are visited library for different academic purpose and it differ from users to users and persons to persons. Information about purpose of library visit will help the librarians to re-design in collection development and services rendered by the library. The analysis shows that majority of respondents visited library for the purpose of book circulation (charging and discharging). From the general findings it is clearly shown that as far as adequacy of timing to visit library, users time spent and their convenient to visit library is concern, majority of respondents had adequate time to visit library, maximum number of respondents their time spent in the library is half an hour to one hour and their convenient time to visit is 1.00pm to 2.00pm

Internet has become a part of library environment today. The library and information professionals have a vital role to play in organizing the information and bridging the gap between information rich and information poor. The present study also investigated the availability of internet in the library and their satisfaction of internet service in their respective library. Thus it is revealed from the study that three colleges were nominally connected with internet facilities but in fact a large number of the respondents were highly unsatisfied with the service. One college namely Government Hnahthial college did not provide internet facilities till today. The researcher also identified that out of four colleges two college (LGC and GJBC) established UGC-Network Resource Centre (UGC=NRC) and the other two colleges (HATIM and GHC) do not provide UGC-NRC. It is further observed that among the two colleges (LGC and GJBC) 89% respondent from teachers and 50% respondents from students are not using UGC-NRC resource centre. Further an attempt has been drawn by the researcher that the reason why a large number of respondents were not using the resources is due to lack of internet connectivity and lack of proper training. The researcher examined from the study that in library resources, HATIM ranked top in reference, journal, newspaper and back volume binding as far as the level of satisfaction of the user is concerned. Government Hnahthial College ranked top in Books and reference and LGC ranked top in E-resources. HATIM scores well in the periodical, journal and reference. LGC ranked top in E-resources, However, the level of satisfaction is not impressive. Remarkably, of the six areas of library collection, the mean scores of all the colleges in E-resources is the lowest which calls for the improvement of library services in this area.

Thus, it can be concluded that the level of satisfaction on library resources and services by teachers and students in Lunglei district college library were not satisfactory. The findings of this study has provided useful insight for the library professionals, and the administrator of the college in Lunglei district to take appropriate strategies for the development of the library.

### **5.3. SUGGESTIONS**

During the study, researcher acquired many suggestions and recommendation from teachers and student's respondents, to improve their respective library resources and services. Both students and teachers alike the following valuable suggestions were recommended for the progress of library under study.

- 1) To meet the needs of the users and fulfilling its mission, the library should take necessary actions to improve in library resources in the form of Text book/ Course Book, Reference, Back volume binding, Journals and periodicals etc. It is
- 2) Library should improve in its physical infrastructure by providing adequate reading space, seating capacity, furniture etc. Further it is recommended to the library professionals and authority that the library building/ and the library occupied room need to be extended vertically and horizontally because the four colleges occupied library is not spacious enough for making congenial library environment.
- 3) In two colleges (HATIM and GHC) UGC-NRC center is not available, it is recommended to the library professionals and college authority to establish the center to enrich the library and its users in e- resources. In all colleges proper internet facilities and accuracy of internet speed should be maintained in the library to have fast access. It is also suggested that library should conduct user awareness programe/ information literacy for the users to educate them about what e-resources are available in the library and how to make maximum use of these e-resources for academic purposes.
- 4) Lack of supporting staff in the library is one of the stumbling block of the library services under study. The two biggest college of Lunglei i.e. Lunglei Government College and Government J. Buana College library are having only one library staff. Thus, need to be appoint more qualified library staffs in all four colleges.

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## APPENDIX

### Questionnaire on

#### USE AND SATISFACTION WITH LIBRARY RESOURCES AND SERVICES BY TEACHERS AND STUDENTS IN COLLEGES OF LUNGLEI DISTRICT: AN EVALUATIVE STUDY

Sir/ Madam

In connection with my M. Phil. Research work on “*Use and Satisfaction with Library Resources and Services by teachers and students in Colleges of Lunglei District: An evaluative study*” under the guidance of Asst.Professor Dr. Manoj Kumar Verma, MZU. I am collecting information on various aspects of the topic through questionnaire. You are requested to kindly spare a few minutes to fill in the enclosed questionnaire. Information supplied by you will be used for my research work only and will be kept confidential. The dully filled in questionnaire may kindly be returned to the undersigned.

I shall be very grateful to you for your early response.

Thanking you

Mr. Lalrokhawma  
M.Phil. Research Scholar  
Dept. of Lib. & Inf. Science  
Mizoram University, Aizawl  
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Questionnaire to be used in the Colleges of Lunglei District, Mizoram

#### A – GENERAL INFORMATION

*Please put a tick mark (✓) in the appropriate responses*

1. Name of the Institution \_\_\_\_\_
2. Gender ☐ Male ☐ Female
3. Designation  
(i) Faculty ☐ (ii) Student ☐
4. Department: \_\_\_\_\_
5. Mobile: \_\_\_\_\_

#### B- LIBRARY USAGE

**6. Purpose of Library Visit (Give multiple tick mark, if necessary)**

- |                       |                          |                                |                          |
|-----------------------|--------------------------|--------------------------------|--------------------------|
| (i) Study             | <input type="checkbox"/> | (ii) Reading Newspaper/Journal | <input type="checkbox"/> |
| (iii) To borrow books | <input type="checkbox"/> | (iv) To do photocopy           | <input type="checkbox"/> |
| (v) To do assignment  | <input type="checkbox"/> | (vi) Update knowledge          | <input type="checkbox"/> |
| (vii) Recreation      | <input type="checkbox"/> | (viii) Research work           | <input type="checkbox"/> |

**7. Frequency of Library Visit**

- |                         |                          |                     |                          |
|-------------------------|--------------------------|---------------------|--------------------------|
| (i) Daily               | <input type="checkbox"/> | (ii) Weekly         | <input type="checkbox"/> |
| (iii) 3 times in a week | <input type="checkbox"/> | (iv) Once in a week | <input type="checkbox"/> |
| (v) Monthly             | <input type="checkbox"/> | (vi) Once in a year | <input type="checkbox"/> |
| (vii) Occasionally      | <input type="checkbox"/> | (viii) Never        | <input type="checkbox"/> |

**8. Are you satisfied with the library timing?**

- |                         |                          |                            |                          |
|-------------------------|--------------------------|----------------------------|--------------------------|
| (i) Highly satisfactory | <input type="checkbox"/> | (ii) Satisfactory          | <input type="checkbox"/> |
| (iii) Unsatisfactory    | <input type="checkbox"/> | (iv) Highly unsatisfactory | <input type="checkbox"/> |

**9. What is your most convenient time to visit the library?**

- |                     |                          |                 |                          |
|---------------------|--------------------------|-----------------|--------------------------|
| (i) 9 to 10 am      | <input type="checkbox"/> | (ii) 10 to 11am | <input type="checkbox"/> |
| (iii) 11 to 12 noon | <input type="checkbox"/> | (iv) 1 to 2 pm  | <input type="checkbox"/> |
| (v) 2 to 3pm        | <input type="checkbox"/> | (vi) 3 to 4 pm  | <input type="checkbox"/> |

**10. Do you have adequate time to visit library?**

- |         |                          |         |                          |
|---------|--------------------------|---------|--------------------------|
| (i) Yes | <input type="checkbox"/> | (ii) No | <input type="checkbox"/> |
|---------|--------------------------|---------|--------------------------|

**11. Types of material/ Document you prefer to use?**

- |                            |                          |                   |                          |
|----------------------------|--------------------------|-------------------|--------------------------|
| (i) Text Book/ Course Book | <input type="checkbox"/> | (ii) Periodicals  | <input type="checkbox"/> |
| (iii) Journal              | <input type="checkbox"/> | (iv) Newspaper    | <input type="checkbox"/> |
| (v) Reference              | <input type="checkbox"/> | (vi) E- Resources | <input type="checkbox"/> |

**12. What is your average time spent in the library in a day?**

- |                           |                          |                        |                          |
|---------------------------|--------------------------|------------------------|--------------------------|
| (i) Less than one hour    | <input type="checkbox"/> | (ii) 1 hour to 2 hours | <input type="checkbox"/> |
| (iii) More than two hours | <input type="checkbox"/> |                        |                          |

**13. What is the purpose of information seeking in the library (Give multiple tick mark, if necessary)?**

- |                                      |                          |                            |                          |
|--------------------------------------|--------------------------|----------------------------|--------------------------|
| (i) For study purpose                | <input type="checkbox"/> | (ii) For general Purpose   | <input type="checkbox"/> |
| (iii) For preparing competition exam | <input type="checkbox"/> | (iv) For recreation        | <input type="checkbox"/> |
| (v) For employment information       | <input type="checkbox"/> | (vi) For current awareness | <input type="checkbox"/> |

**14. Which source of information do you rely upon for your studies? (Give multiple tick mark, if necessary)**

- |                            |                          |                       |                          |
|----------------------------|--------------------------|-----------------------|--------------------------|
| (i) Course Book/ Text book | <input type="checkbox"/> | (ii) Reference book   | <input type="checkbox"/> |
| (iii) Journals             | <input type="checkbox"/> | (iv) Internet Service | <input type="checkbox"/> |
| (v) E- Resources           | <input type="checkbox"/> |                       |                          |

## C- COMPUTER LITERACY AND USED OF E- RESOURCES

### 15. What is your computer knowledge and skill?

- (i) Very Good ☐ (ii) Good ☐  
(iii) Poor ☐ (iv) Very Poor ☐

### 16. Do the library provide internet facilities?

- (i) Yes ☐ (ii) No ☐

If 'Yes' rate the internet speed

- (i) Highly Satisfactory ☐ (ii) Satisfactory ☐  
(iii) Unsatisfactory ☐ (iv) Highly Unsatisfactory ☐

### 17. Do you find the efficiency of staff satisfactory?

- (i) Highly satisfactory ☐ (ii) Satisfactory ☐  
(iii) Fairly Satisfactory ☐ (iv) Unsatisfactory ☐  
(v) Highly unsatisfactory ☐

### 18. Are you aware of UGC- Network Resource Centre (UGC- NRC?)

- (i) Yes ☐ (ii) No ☐

*(If No, you need not respond Q 21, 22 and 23)*

### 19. If aware, have you used the resources provided by UGC Network Resource Centre?

- (i) Yes ☐ (ii) No ☐

### 20. How do you rate the quality of UGC- Network Resource Centre for your academic and research work?

- (i) Highly Unsatisfied ☐ (ii) Unsatisfied ☐  
(iii) Fairly Satisfied ☐ (iv) Satisfied ☐  
(v) Highly Satisfied ☐

### 21. If you are not using UGC- Network Resource Centre state the reason why?

- (i) Not aware at all ☐ (ii) Aware but not interested ☐  
(iii) Irrelevant Information source ☐ (iv) Lack of proper internet connection ☐  
(v) Lack of training ☐ (vi) Frequent power cut ☐  
(vii) Lack of assistant by library staff ☐ (viii) Not available in our college ☐

### 22. Are you using Electronics resources (e.g. E- book, E- Journal) in your library?

- (i) Yes ☐ (ii) No ☐

## D- SATISFACTION WITH LIBRARY COLLECTION AND SERVICES

**23. Are you satisfied with the collection of library resources (Give a tick mark)?**

	Highly Satisfied	Satisfied	Fairly Satisfied	Unsatisfied	Highly unsatisfied
(i) Books					
(ii) Reference					
(iii) Journal					
(iv) Newspaper					
(v) E- Resources					

**24. How satisfy are you with the overall library services?**

	Highly Satisfied	Satisfied	Fairly Satisfied	Unsatisfied	Highly unsatisfied
Circulation (Issue and Return)					
Reference					
Reprographic					

**25. Any other information and suggestion you would like to share for development of your college library?**

.....

.....

.....

.....

Signature with Date

**ABSTRACT ON  
USE AND SATISFACTION WITH LIBRARY RESOURCES  
AND SERVICES BY TEACHERS AND STUDENTS IN  
COLLEGES OF LUNGLEI DISTRICT: AN EVALUATIVE  
STUDY**

*A dissertation submitted in partial fulfilment of the requirement for the  
Degree of Master of Philosophy in Library and Information Science*

**Submitted by**

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**MIZORAM UNIVERSITY, TANHRIL: AIZAWL**

**2018**





## **1. INTRODUCTION**

Libraries are treated as service institutions where they serve their users to fulfill their information needs and library activities are geared towards serving the needs of users because in service center user's satisfaction is very important. Academic libraries play an important role in the institutions they serve. The libraries hold different collections of reading materials including books, periodicals, newspapers, reports special collection of government documents and a wide range of electronic resources among others. The core objective of college library is to support the parent institution (i.e. college) to achieve its objectives and missions. The important position and the role of the library in academic institutions have been already highlighted by many authors. Effah (1998) emphasized that academic support services provided by library is very important and necessary to the attainment of any academic central mission of teaching, learning and research. Kargbo (2002) stated his view that academic library is the central organ of the academic institutions and library together with good laboratories and faculties are the parameters used to judge the status of academic institutions. Verma (2015) discussed the role of academic library to achieve academic excellence in academic institution and pointed out that academic library has to play very important role because academic institutions are incomplete without a good library. The college library is an important nucleus of college campus life where we can check out books, find a quiet place to study, and may be even flip through a magazine, newspaper etc. College libraries extended and making many essential services and resources accessible in the form of printed and non- printed materials. The academic library remains the core and most vital equipment of any educational institution. Education is a key factor in the concept of development of a nation and libraries are very crucial tools for attaining national objectives of human resource and economic development. Promoting lifelong learning, this is an education that would be sustainable and a lifelong journey.

## **2. SIGNIFICANCE AND SCOPE OF THE STUDY**

This study is the first of its kind investigating user's level of satisfaction with library resources and services of Lunglei District college library. An academic library should provide an appropriate collection, services and facilities to clients to gain their satisfaction. This study explores the extent of users' satisfaction with the library resources and services in the area under covered. It has not only offered an opportunity to improve the weak areas in which the users showed their concerned, but also provided a chance to further strengthen the areas of

services in which the users are satisfied. This study is very useful for Mizoram library professionals for improvement of library resources and services in their respective library.

The main intention of this study is to report on examination of the library service quality rendered to its users or user satisfaction of Lunglei District College Libraries, from teachers and student's perspective. This is the first time effort that has been made ever to measure the service quality and satisfaction of college libraries in Lunglei district. This study will bring and trigger more research on assessing user satisfaction and Service quality in various college libraries in Mizoram. Anticipated that this research work would be an eye opener for Library Information Science professionals to gear themselves to move forward according to the tune of the time for their professional growth, progress of the institution, academic community and also for the nation building process.

The scope of present study is limited to four colleges of Lunglei District- i.e. Lunglei Government College, Government J. Buana College, Government Hnahthial College, and Higher and Technical Institute Mizoram (HATIM). The study is further limited to teachers and students of above four colleges. There are total approximately 146 teachers and 1684 students in above four colleges. Out of which, 80 teachers (20 each college) and 160 students (40 each college) are selected to collect the primary data with details emphasis on their use and satisfaction with library resources and services.

### **3. RESEARCH DESIGN**

#### **3.1 Statement of the problem**

Academics libraries are facing two major threats: a global digital environment and increasing competition. Academic libraries are presently faced with challenges as a result of the introduction of information technology which has led to an increase in competition among information providers. Libraries must improve the quality of their services to enable them faced the challenges of information explosion in the 21st century

Library plays a very vital role in higher education system by providing relevant information and knowledge to alive the academic community and treated as heart of academic system. The changing of information environment, application of ICT infrastructure in library has made both library professional and users confused to locate the appropriate information as and when required. The study of usage of library resources and user satisfaction has great impact on future library services by re-designing the library collection development policy and services

on the basis users' opinions and demands and for this evaluation of user satisfaction with library resources and service is necessary to provide information resources and services to meet user's information requirements but no study is being done till today to know the use of library resources and user satisfaction on library resources and services in Lunglei District Colleges. The finding of this study will help the college authority and college librarians of Lunglei District to re-design their library collection and services to satisfy their users'.

### **3.2 Objectives of the study**

The objectives of study are to:

1. Identify the use of library collections and services by teachers and students under study
2. Assess the preferred information sources used by users
3. Find out the strength and weakness of the library collection and services
4. Measure the satisfaction level of library users towards library resources and services
5. Ascertain the barriers encountered by users in gathering their information

### **3.3 Methodology**

The study is aimed to assess of use and users' satisfaction with library collection and services by college teachers and students of Lunglei District colleges, thus, the survey method of research was adopted this study. For collection of primary data from respondents following data collection tools was used:

#### **a) Survey of Libraries**

To know the library collections, services and physical infrastructure of selected college libraries, scholar personally visited to all four Lunglei District college libraries and conducts a personal interview with librarian/ library staffs and collected data and it was presented and analyzed in chapter-3 under Information Resources and Services of College Library in Lunglei District.

#### **b) Survey of Respondents:**

The respondent's survey consists of teachers and students of Lunglei District Colleges. A structured questionnaire was prepared with 25 questions related to use of library collections and services and users' satisfaction and distributed to 240 respondents and total 240 filled questionnaires were received to assess the use and satisfaction of library collection and services by respondents.

**c) Sample Selection:**

The sample for data collection was selected on the basis of disproportionate purposive sampling techniques. There are total 146 teachers and 1684 students in four colleges of Lunglei district as on 01.01.2018, out of which, 80 teachers and 160 students (from each college, 20 teachers and 40 students) were selected as sample from the four colleges. Thus, 240 becomes the total sample size for the present study.

**d) Response Rate:**

A structure questionnaire was distributed among 240 respondents constituting 80 teachers and 160 students and all questionnaires were received for data analysis. Thus response rate is 100%.

**e) Tools for analysis:**

The data collected through the survey methods was analyzed using simple percentage. The one-way analysis of variance (ANOVA) procedure was applied to examine differences in responses regarding satisfaction about library resources and services.

#### **4. STRUCTURE OF CHAPTERS**

The structure of the study is divided into five chapter altogether.

The first chapter is introduction and conceptual background of library resources and services, conceptual framework of user satisfaction etc. The chapter also contains significance and scope of the study, Review of literature, Statement of the problem, Objectives of the study and Research Methodology etc.

The second chapter deals with an overview of users' satisfaction and discussed about users, type of users, users' study, users' needs, users' satisfaction and importance of users' study in library and information science in details.

The third chapter is information resources and services of college library in Lunglei district and discussed in details about higher education in Lunglei District and profiles of the four colleges in Lunglei district i.e. Lunglei Government College, Government J. Buana College, Government Hnahthial College and Higher and Technical Institute, Mizoram with their library collection and services.

The fourth chapter is data analysis and interpretation. The analysis was done on the basis of the criteria like frequency of library visits, purpose of library visits, user satisfaction on library resources and services, preferred materials of the users etc.

The fifth chapter is findings, conclusion, and suggestions from the observations of the study and recommendations from teachers, students and library professionals under study.

## **5. MAJOR FINDINGS OF THE STUDY**

Based on the data analysis and inferences of the study, following findings are divided for this study:

1. Majority of respondents are male (55%) but this composition is differing in teachers and student's category i.e. in teacher's category, gap of gender distribution is high with male respondents (61%) and female respondents (39%) while in student's respondents, it is almost equal with male respondents (51%) and female respondents (49%).
2. Majority of respondents in both the category are regular users of Library and they visited daily (29%) thrice in a week (26%) and weekly (25%). The main purposes to visit the library are for study (59%), Borrow the books (65%), reading newspaper/journal (35%) and to do assignments (23%).
3. The textbooks/ course book is the most preferred source of information for all respondents and 83% respondents are using only this source to fulfil their information need. In terms of library usage, majority of respondents 65% visited library for book circulation (charging and discharging) followed by study purpose 59%, and 40% uses the library for updating knowledge.
4. The most preferred time to visit the library by respondents is between 11:00 AM to 1:00 PM and 76% respondents visited the library during this period to satisfy their information needs. Further, 28% respondents are highly satisfied and 65% respondents are satisfied with their respective college library timing.
5. Majority of respondents (68%) said there is no shortage of time for the library consultation and they have adequate time to visit the library and 72% respondents normally spend 30 minutes to 1 hours' in the library during their visits.
6. Majority of respondents are seeking information from the library for study purpose followed by general purpose and current awareness. The text books are the most reliable source of information for the majority of respondents followed by reference book and lecture notes. Only a few teachers' respondents consulted journals.
7. Majority of respondents are satisfied with textbook, reference collections in all the colleges while nearly the whole respondent shows their Un-satisfaction with the

collection of e-resources and collection of journal. The HATIM college has the highest satisfaction level in newspaper collections.

8. Majority of respondents in all colleges are satisfied with circulation and reprography services of the library. Among the colleges, highest satisfaction was observed in HATIM College.
9. In overall, respondents have good computer knowledge and skills because 62% respondents have the satisfactory level of computer skills and 23% respondents having fairly good computer skills while 10% respondents have very good computer skills.
10. Only three colleges (HATIM, LGC and GJBC) have Internet facility in the library while Government Hnahthial College have no internet connection at present but the majority of respondents (52%) of three colleges are also not satisfied with Internet services.
11. Majority of respondents (95%) are satisfied with library staffs' efficiency to serve their users.
12. UGC provides bundles of e-resources through UGC-Network Resource Centre but only two colleges (Lunglei Government College and Government J. Buana College) are having this facility in their college at present. The majority of respondents (76%), comprising 55% teachers and 73% students are not aware of these resources till now. Even among aware respondents, the majority of them (86%) are not using it.
13. Majority of respondents (88%) are not satisfied with the service of present UGC-Network Resource Centre. Poor Internet connectivity and lack of proper training are the main reason of not using UGC-Network Resource Centre by respondents.

## **6. CONCLUSION**

The primary objective of a library is to collect, organize, preserve, disseminate, and provide access to knowledge and information to their users. In few decades ago, different variety of documentary sources were collected and organized by different technical process in library to satisfied the users' information needs but in present digital environment, with documentary sources there are many non-documentary sources and its available in various forms. To reduce the price of e-resources, many network based services are also introduced by different national agencies and many libraries are now participated in this network to provide better information services to their users at very minimum cost. Even then, it is a challenge for today libraries to

fulfil their users' information need because of variety of information sources and multidimensional approach to seek information by users. This challenge become more and more especially in rural area libraries because all available ICT technology which used in LIS profession are not reached in rural area of country at present.

User's perception and satisfaction about library resources and services have largely been ignored by researcher and practitioners of library and information science specially in Southern part of Mizoram. The present study is conducted to evaluate the library resources and services offered by the Lunglei district college libraries and the level of user's satisfaction and service quality. Though Lunglei district is the biggest district in the state in terms of areas and the second ranked in terms of population wise next to Aizawl city, but there are many issues and challenges encountered in the district in terms of higher education, Socio- economics, Transport and communication etc. As it is already stated in terms of higher education there are four colleges, three colleges located in Lunglei town itself, and one college is situated in Hnahthial one of the district sub-division headquarters. The present study clearly projected diversity of users and their level of satisfaction in terms of library resources and services under study. Under study the analysis is done on various evaluation criteria like: Gender analysis, satisfaction of Library resources and services, purpose of library visits, frequency of library visits, preferred documents, satisfaction of human resources and physical resources etc. On the basis of this analysis and interpretation, the findings of study are drawn. The gender analysis is an important segment of any research of social sciences to ensure the gender representation, gender wise representation of respondents of this study and it is revealed that the overall gender distribution was almost similar but majority of the respondents were male. As far as frequency of library visits is concern the researcher attempted to know how frequent the library users visited library because it is an important indicator of its essential significance. Therefore, it is identified that the overall visitation of library is very poor in both the two groups of respondents.

The library users are visited library for different academic purpose and it differ from users to users and persons to persons. Information about purpose of library visit will help the librarians to re-design in collection development and services rendered by the library. The analysis shows that majority of respondents visited library for the purpose of book circulation (charging and discharging). From the general findings it is clearly shown that as far as adequacy of timing to visit library, users time spent and their convenient to visit library is concern, majority of respondents had adequate time to visit library, maximum number of respondents their time



spent in the library is half an hour to one hour and their convenient time to visit is 1.00pm to 2.00pm

Internet has become a part of library environment today. The library and information professionals have a vital role to play in organizing the information and bridging the gap between information rich and information poor. The present study also investigated the availability of internet in the library and their satisfaction of internet service in their respective library. Thus it is revealed from the study that three colleges were nominally connected with internet facilities but in fact a large number of the respondents were highly unsatisfied with the service. One college namely Government Hnahthial college did not provide internet facilities till today. The researcher also identified that out of four colleges two college (LGC and GJBC) established UGC-Network Resource Centre (UGC=NRC) and the other two colleges (HATIM and GHC) do not provide UGC-NRC. It is further observed that among the two colleges (LGC and GJBC) 89% respondent from teachers and 50% respondents from students are not using UGC-NRC resource centre. Further an attempt has been drawn by the researcher that the reason why a large number of respondents were not using the resources is due to lack of internet connectivity and lack of proper training. The researcher examined from the study that in library resources, HATIM ranked top in reference, journal, newspaper and back volume binding as far as the level of satisfaction of the user is concerned. Government Hnahthial College ranked top in Books and reference and LGC ranked top in E-resources. HATIM scores well in the periodical, journal and reference. LGC ranked top in E-resources, However, the level of satisfaction is not impressive. Remarkably, of the six areas of library collection, the mean scores of all the colleges in E-resources is the lowest which calls for the improvement of library services in this area.

Thus, it can be concluded that the level of satisfaction on library resources and services by teachers and students in Lunglei district college library were not satisfactory. The findings of this study has provided useful insight for the library professionals, and the administrator of the college in Lunglei district to take appropriate strategies for the development of the library.